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Research Product 79-7

Improved ARTEP Methods for  
Unit Evaluation:

Guidance for Planning and Conduct of  
Company-Level Field Exercises

Engagement Simulation Technical Area

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Technical Director

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Colonel, US Army  
Commander

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18 AR I

Army Training and Evaluation Program

19 REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER RP-79-7	2. GOVT ACCESSION NO.	3. REPORT'S CATALOG NUMBER 9
4. TITLE (and Subtitle) Improved (ARTEP) Methods for Unit Evaluation Volume IV Guidance for Planning and Conduct of Company- Level Field Exercises Engagement Simulation Technical Area.		5. TYPE OF REPORT & PERIOD COVERED Final Report 31 Jan 78-30 Apr 79
6. AUTHOR(s) M. Dean Havron, Timothy J. McCullough, Leslie H. McFarling and Robert G. Wanschura (U.S. Army Research Institute)		7. PERFORMING ORG. REPORT NUMBER HSR-RR-79/2-Ge
8. PERFORMING ORGANIZATION NAME AND ADDRESS Human Sciences Research, Inc. 7710 Old Springhouse Road McLean, Virginia 22102		9. CONTRACT OR GRANT NUMBER(s) DAHC 19-77-C-0001
10. CONTROLLING OFFICE NAME AND ADDRESS U.S. Army Research Institute for the Behavioral and Social Sciences, 5001 Eisenhower Avenue, Alexandria, Virginia 22333		11. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q763743A773
12. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) 12 276		13. REPORT DATE 30 Apr 1979
		14. NUMBER OF PAGES 262
		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)  Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)  15- 1675465		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Army Training and Evaluation Program (ARTEP)      Trainer/Evaluator Training Tank/Mechanized Infantry ARTEP 71-2      Program of Instruction Unit Evaluation Unit Performance		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This document provides guidance for exercise planners and evaluator/controller teams responsible for planning and conducting platoon and company tank/mechanized infantry field exercises. It contains a command planning guide that addresses basic ARTEP training/evaluation principles, choice of missions, scenario development, evaluator/controller selection and training, sequences of exercise events and monitoring of the evaluator/controller team. Also included is a Program of Instruction for evaluator/controller training. Fifteen separate lesson plans cover evaluator/controller duties,		

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20. Exercise planning, exercise control and communication, simulation, performance observation and evaluation, exercise rehearsal, terrain reconnaissance, conduct of critiques, and data analysis/report preparation. Each lesson includes example lesson narratives, graphics and trainee handouts. Another section of the document presents the rationale for the content of the command planning guidance and program of instruction. A final section describes the field testing and revision of earlier guidance that led to the guidance in the present document. Primary audiences for this document are researchers, TRADOC personnel responsible for tank/mechanized infantry collective training/evaluation and tank/mechanized infantry unit training managers seeking additional guidance in exercise planning and evaluator/controller training.

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**IMPROVED ARMY TRAINING AND EVALUATION  
PROGRAM (ARTEP) METHODS FOR UNIT EVALUATION**

**Volume IV: Guidance for Planning and  
Conduct of Company-Level Field Exercises \***

**Prepared for:**

**U.S. Army Research Institute for the  
Behavioral and Social Sciences  
5001 Eisenhower Avenue  
Alexandria, Virginia 22333**

**Contract DAHC 19-77-C-0001  
Project: PR No. 77-281-PERIOU**

**\*Volumes I-III and V-VII of this series are published as  
ARI Technical Reports TR-78-A26, TR-78-A27, TR-78-A28,  
TR-79-A23, TR-79-A24, and TR-79-A25.**

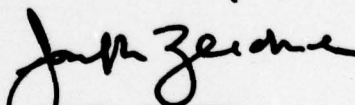


## FOREWORD

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Learning tactical skills on the battlefield is costly; learning tactical skills short of a real combat environment is difficult. Yet this is precisely the Army's training mission -- the training of troops in tactical skills and the constant improvement of the effectiveness and efficiency of that training. The tool the Army has chosen to implement its training mission is the Army Training and Evaluation Program (ARTEP). In 1976 the Army Research Institute for the Behavioral and Social Sciences (ARI) with TRADOC initiated research on improving methods of evaluation within the ARTEP. The goals of the research were to document and analyze existing ARTEP methods of evaluation and to recommend any appropriate changes. The amount and types of training received by the personnel evaluating ARTEP exercises were found to be deficient. To meet those deficiencies this Research Product presents a training program on the conduct of an evaluator/controller (E/C) school. This training program has been designed to increase the effectiveness of the E/C personnel involved with Company-level ARTEP exercises.

This research was part of a larger research program which is responsive to the requirements of RDT&E Project 2Q763743A773 and the Army Training Board (Collective Training) of the US Army Training Support Center, Fort Eustis, Virginia.

  
JOSEPH ZEIDNER  
Technical Director

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## SUMMARY

This report is one of seven volumes prepared by Human Sciences Research (HSR) under a two-phase U.S. Army Research Institute (ARI) study. The overall objectives of the study are to observe field exercises conducted under the Army Training and Evaluation Program (ARTEP) and to provide guidance for better implementation of collective training of maneuver units. As a part of the overall study, this document is oriented toward the training of exercise planners and evaluator/trainers.

In the first phase of study, we reviewed source materials, interviewed training managers, and observed a total of seven battalions during their conduct of three-day field exercises. From this information, we described in Volume I<sup>1</sup> what we conceived to be faulty practices in the conduct of exercises. Volume II<sup>2</sup> set forth concepts designed to provide guidance for future administration of ARTEP exercises.

The work described here represents an attempt to satisfy needs documented in the first study phase. These needs focus around an all-too-common lack of appreciation for effective exercise planning and for well trained evaluators. Based on this need, and with concurrence of the sponsor and Army Training Board personnel, we set out to develop guidance believed needed for exercise planners and for evaluators who also act as trainers. Results are presented in four sections as follows.

Section I provides the rationale for the work and shows how the contents of the guidance are derived from observations made during the first phase of study.

Section II is the Command Planning Guide. It is directed to G/S-3 personnel and whomever they designate as responsible for planning and conduct of company-level exercises. It is integrated with the lesson plans for evaluators.

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<sup>1</sup>Improved Army Training and Evaluation Program (ARTEP) Methods for Unit Evaluation; Volume I: Executive Summary; Study Design and Field Research. U.S. Army Research Institute Technical Report TR-78-A26: November 1978.

<sup>2</sup>Improved Army Training and Evaluation Program (ARTEP) Methods for Unit Evaluation; Volume II: Analysis. U.S. Army Research Institute Technical Report TR-78-A26: November 1978.

Section III consists of fifteen lesson plans in separate modules for evaluators. After an introduction, exercises start with development and application of principles of learning and carry evaluators through the conduct of exercises, post-exercise critiques, and use of results for remedial training. Each lesson consists of an outline, a narrative, suggested graphics, and handouts.

Section IV describes research during the second study phase which led to development of the guidance prescribed in Sections II and III. This work involved a collaborative effort with COL Donald W. Bartlett of the 80th Maneuver Training Command (MTC) and his staff. The assistance of the 80th MTC is gratefully acknowledged.

**Section I:**

**RATIONALE FOR DEVELOPMENT AND CONTENT OF FIELD GUIDANCE**



## RATIONALE FOR DEVELOPMENT OF FIELD GUIDANCE

Instructions for ARTEP company field level evaluations are contained in two sections or modules which follow. The first—the Command Planning Guide (CPG)—provides instruction for planning and setting up ARTEP field exercises; the second—the Evaluator/Controller Program of Instruction (E/C POI)—consists of some 15 lesson plans for training evaluators. Both are oriented toward company and platoon level exercises of combined arms units.

These modules satisfy a need recognized in the first year of study: namely, the need to provide guidance documents for conduct of ARTEP training exercises for tactical units. Content of the two modules integrates our first year observations with findings in a pretest of a training program for platoon evaluators, conducted during the second year of the study, and reported in Section IV.

### Overview and Perspectives

Our intent in the first study phase was to observe a number of unit field exercises, and, from these observations, to draw together the best practices in training evaluators and in conduct of field exercises. However, in units visited, little evaluator training was given. Hence, the content of training for planners and evaluators had to be inferred from what we conceived to be errors and omissions in the conduct of field exercises. In addition, several broad concepts were set forth as guides for evaluation. A critique of exercise administration, and discussions of these concepts are contained in our reports of the first phase of study.<sup>1</sup> Three conclusions from that study provide overall direction for the contents of the document provided here.

First, to the extent that units observed are representative, insufficient attention is being given to training evaluators. As a result, primitive mistakes made by units in training

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<sup>1</sup> See Improved Army Training and Evaluation Program (ARTEP) Methods for Unit Evaluation; Volumes I, II, and III. U.S. Army Research Institute Technical Reports TR-78-A26, TR-78-A27, and TR-78-A28: November 1978.

were not observed, or not recognized, or, if recognized, were not reflected in post-exercise critiques. As a result, ineffective tactical practices were repeated. Further, provisions were not made in subsequent training to remedy these mistakes.

The second conclusion follows from the first: namely, capabilities evaluators bring to exercises set upper limits on unit field performance. For, unless evaluators are sufficiently well grounded in tactical doctrine to identify errors and omissions so they can be corrected, these errors and omissions will persist. Unit performance cannot exceed the overall capability of evaluators.

A third conclusion bears on the manner in which unit training is viewed and approached at high levels. Training of units, evaluation of managers for accountability, and of leaders for efficiency reports represent three equally necessary organizational functions. However, there is a general belief among field grade officers interviewed that training of units and evaluations for official records cannot well be conducted at the same time. "If an officer knows he is going to be evaluated for the record, he chooses the tactically safe and defensible action, and no longer tries to learn."<sup>2</sup> Consequently, we emphasize that training should be conducted in a sanction-free environment; leaders should not be penalized for mistakes.

#### **Problems in Conduct of Field Evaluations; Solutions Reflected in Command and Evaluator Modules**

The next pages summarize the rationale for the content of training for planners and for evaluators. General and specific topics are listed. Under each topic we have described:

1. the problem or problems in conduct of exercises as they were observed during Phase I in Army field exercises; and
2. solutions to these problems which have been incorporated into the Command Planning Guide and Programs of Instruction for evaluator/controllers.

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<sup>2</sup>From an interview with instructors at the Command and General Staff School.

Problems and solutions are summarized in a table which follows. Problems are referenced against chapters/pages in our Phase I reports; solutions are referenced to pages in the Command Planning Guide and lesson plans in the POI.

**1. The Evaluator Role; Importance of Evaluators**

**a. The Problem.** There seems to be an institutionalized lack of appreciation in the Army for the role evaluators can and must play in evaluating field performance and in acting as trainers.

- In preparation for exercises, little or not attention was given to evaluator training.
- The evaluator team should be regarded as an extension of command. But one would not draw this conclusion from behavior of many senior officers who came to the field to observe exercises. Having checked in with the senior evaluator, they would direct their attention almost entirely on the units in training, largely disregarding actions of the evaluator team. In one case, a senior officer took over the evaluator/controller role, as well as leadership of certain tactical units, directing operations of evaluators and calling out orders to units.
- While practices differed, in some cases, evaluators were dismissed as soon as exercises were completed. Some participated in a post-exercise critique. Procedures for systematic collection and integration of evaluators' notes and recommendations were typically underdeveloped.
- This lack of respect for the evaluator role was frequently reflected in an indifferent job of evaluation. This included evaluators failing to carry T&E Outlines, moving about openly just in front of units deployed in defense positions, thus disclosing unit location, and similar actions which together reduced the training value of the field exercises.

It should be noted that some evaluators did attempt to do a competent and thorough job in spite of lack of command appreciation of the evaluator role. However, their actions were typically improvised on an "ad hoc" basis without plan or guidance.



b. **Recommended solution.** A solution and recurrent theme throughout both modules is to build up the importance of the evaluator role. Throughout evaluation training, the importance of evaluators is emphasized. We recommend command attention be given to the evaluator system. Specifically, when commanders come to the field to observe exercises, their primary contact should be with evaluators. Second, we have incorporated in the CPG and the POI provisions for a conference between senior officers and evaluators on conclusion of the field training. The purpose is to consolidate lessons learned that can be applied to improve performance of evaluator/trainers in later exercises.

## **2. Evaluator/Trainer Functions; Duties**

a. **The problem.** In Army documentation available to us, we find no clear articulation of the functions of the evaluator/trainer. To some extent, duties implicit in the two-day lesson plan for training evaluators are contained in ARTEP 71-2, Chapter 5. Greater emphasis is needed on the role of evaluators in evaluating performance and providing critiques.

b. **Recommended solution.** In evaluator lesson plans, the functions of evaluators in control, observation, simulation, evaluation, and in post-mission and post-exercise critiques are explained and emphasized.

## **3. Emphasis on Training Diagnosis in ARTEP**

a. **The problem.** Among operational units, there was substantial ambivalence as to whether the ARTEP field exercises are intended for evaluation of performance with results going into official records, or for training. To the extent that leaders believe that the exercises will be used to evaluate their performance, they will be more concerned with covering up errors and doing the tactically safe thing, and relatively little concerned with learning.<sup>3</sup> As long as they feel that way, they will not fully benefit from field training.

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<sup>3</sup>From discussions with senior training managers and supported by HSR observations of division-sponsored field exercises.

b. **Proposed solution.** In the introduction to the evaluator training course, throughout briefing of units for field exercises, and the conduct of exercises, emphasis is placed on training and training diagnosis. When possible, the positive benefits of conducting the exercise in a sanction-free manner should be stressed.

#### **4. Emphasis on Principles of Learning**

a. **The problem.** Violation of principles of learning. Research in the social sciences has developed certain principles of learning, which, while stochastic, hold rather well. Prescriptive guidance based on these principles can reasonably be expected to provide training that will produce robust learning curves. While conduct of Army field training was certainly not so intended, it appeared that, in the sheer logistical effort of getting troops to the field and in conducting the field exercise, virtually all principles of good training and learning were violated or compromised. Specifics are discussed under headings that follow.

b. **Proposed solution.** In order to focus emphasis where emphasis should be, principles of learning were developed in lesson plan number two of the E/C module. The elaboration and recurrent treatment of these principles is woven through later instructions. This includes guidance for giving post-mission critiques and post-exercise critiques, as well as development of procedures for using results to identify remedial training requirements.

#### **5. Need for Coordination; Follow-Through in Development of Training Plan, Training E/Cs and Conduct of FEX**

a. **The problem.** In some instances, the evaluation plan was developed in one shop, handed down to another. Key requirements for management of training were sometimes not recognized by those delegated to carry out the plan.

b. **Proposed solution.** The same key personnel should be responsible for development of the plan, for its execution in the field, and post-mission and post-exercise critiques.

## **6. Scheduling Missions**

a. **The problem.** Missions were in some cases put on a tight time schedule. Thus, units were driven by the time schedule instead of mission and tactical requirements, which training should focus on. Often, there was no time for troop leading procedures. Exercises provided no time for post-mission critiques.

b. **Proposed solution.** Planners are instructed to allow flexibility in scheduling, plan post-mission critiques, and allow time for them.

## **7. Logistical Support for E/C Teams**

a. **The problem.** There was little evaluator training; hence, little support for evaluator training, i.e., slides, charts, etc. In some instances, evaluators were without operational radios or supplies of pyrotechnics.

b. **Proposed solution.** Attention is called in the Command Planning Guide to the need for full logistical support.

## **8. Need for Terrain Reconnaissance by Evaluators**

a. **The problem.** In most instances, the officer in charge and his evaluator teams had not reconnoitered terrain prior to the exercise. Points for delivery of OPORDs and OPFOR positions were not designated. Nor was there opportunity for discussion of control problems or of considerations bearing on use of terrain by units in training.

b. **Proposed solution.** The Evaluator School calls for sandtable exercises, followed by thorough terrain reconnaissance.

## **9. Training of Evaluators**

Below are specific points which are reflected in portions of the two modules.

a. **Evaluator teamwork, and the need for it.**

(1) **Observed practices; lack of training for teamwork.** Evaluators typically



were hastily assembled, and received little training at all. What training they did receive was primarily oriented toward actions of evaluators as individuals, not evaluators acting together as a team. The result was frequent problems of loss of control of the exercise, and inattention to key tasks such as listening to tactical nets, use of evaluator nets, and evaluation of coordination of activities of physically separate tactical units.

(2) **Emphasis on evaluator teamwork.** Lesson plan number three explains that evaluators are a system operating in the field in conjunction with two other systems; namely, the unit being evaluated and OPFOR. Concepts of systems analysis were applied to show how the evaluator team should operate. Instructions are provided for establishment and use of an evaluator net, for early anticipation of activities of units being trained, for control, to assist in simulation, and for coordinating inputs from evaluators to provide more comprehensive evaluations.

**b. Evaluator role; avoiding excessive intervention.**

(1) **The problem.** There was a great deal of variation among evaluators as to how well they kept up with the tactical element to which they were assigned and the extent to which they intervened in the decisions which should be exercised by leaders of the element. In some instances, evaluators did not stay with their units well at all. In others, they not only stayed with their units, they took over and oftentimes usurped the decisions of unit leaders. Either form of behavior can easily reduce the motivation of units in training.

(2) **Recommended solution.** Emphasis is placed in the Command Planning Guide on building freedoms and choices for the units in training into the scenario. This emphasis is reflected in instructions for evaluators who are told to let unit leaders exercise their freedoms and options and, unless safety or other compelling reasons are present, not to intervene. Evaluators are told that leaders learn only if they are given the opportunity to do things wrong. Tactical intervention, if necessary, may often be better accomplished not by specific corrections, but by requesting the unit leader to provide to the (simulated) higher commander information about status or future plans. So forced to rethink his plan, the leader may make changes that are indicated.

c. **Prompt evaluations.** Evaluators should observe performance closely and make evaluations as soon as the quality of performance in question is known.

(1) **The problem.** As noted above, there were many variations in how well evaluators actually kept up with the units they were to evaluate. Some kept up very closely, some did not. Some had their T&EOs with them, in the field, some did not.

As an interesting side commentary, in one set of battalion tests, some 20 graduates from the Command and General Staff College (CGSC)—all field grade officers—served as evaluators. Few, if any of them, were observed to carry their T&E Outlines, but their post-exercise critique indicated that they had observed well and carefully. They made many good points and noted deficiencies, many of which were not flagged in T&E Outlines.

(2) **Recommended solutions.** Performance by the CGSC graduates adds insights into the function of the T&E Outlines, when used by operational units. CGSC graduates can draw on their background knowledge of company tactics to provide good critiques without using T&EOs. (We think they could still profit from using them.) But field grade officers of this caliber cannot be expected to be always available in sufficient numbers for company-level exercises. The functions of the T&EOs, then, are to serve as reminders and to help evaluator/trainers with lesser experience make comprehensive, thorough, and reasonably valid evaluations of performance. Throughout the modules, emphasis is placed on attentive evaluation and on recording evaluations as soon as behavior is observed. Since human memory is fallible, emphasis is placed on E/Cs carrying their T&EOs. (In addition, evaluators are encouraged to make marginal notes, to support their recollections.)

d. **Guides for Observation/Evaluation.**

(1) **Use of evaluation forms in the field.** We did not determine, or attempt to determine, the validity of the use of the T&EO forms in the field. In our field observations, we did not see any training that instructed evaluators in making SAT/UNSAT decisions on difficult T&EO items, or instructed them on how to coordinate their ratings on T&EO

items that required more than one evaluator to observe and rate. These decisions and actions were left to the discretion of individual evaluators. No guidance was given.

(2) **Recommended solutions.** The CPG calls for the senior E/C to identify and discuss, in evaluator school, items that are difficult to evaluate. The evaluator POI devotes one long lesson plan (Lesson Plan No. 10) to instructions for careful review of evaluation items. The instructions are subdivided into those applying to actions that can be sampled, and those applying to one-time actions. They also emphasize the needs for E/Cs to obtain information from OPFOR, and exchange information in order to improve evaluations.

**e. Supervision and follow-up by unit leaders.**

(1) **The problem.** CGSC evaluators noted a key deficiency which we had noticed in earlier battalion field exercises: Company level officers and platoon sergeants did not supervise their subordinates' activities enough. More often than not, errors and sloppy performance went uncorrected.

(2) **Recommended solution.** One item is included in each mission T&EO that requires the evaluator to rate supervisory performance. Also, emphasis on effectiveness of supervision is called for in post-mission critiques.

**f. Maneuver unit control; muzzle-to-muzzle confrontations.**

(1) **The problem.** Army evaluators were not trained to act as a team. They were not trained to anticipate and communicate to one another what actions tactical units were planning to take next. As a result, in combined arms maneuvers, there were frequent muzzle-to-muzzle confrontations. Sorting out entangled units inevitably takes large chunks of time; the process of sorting out and repositioning, however well accomplished, compromises tactical realism.

(2) **Recommended solution.** In evaluator training, evaluators are trained to listen to mission orders, and listen to the tactical net so they can anticipate unit



movements which may result in muzzle-to-muzzle confrontations. This information is related to OPFOR plans. Based on both sources of information, OPFOR may be moved, orders may be given to unit leaders, or simulation of weapons may be employed to avoid muzzle-to-muzzle confrontations.

**g. Formatting T&E items.**

(1) **The problem.** Review of existing T&EO items from a psychometric point of view indicated that they may be somewhat confusing to use if they combine several subtasks into a single task statement. In some cases, elements may perform satisfactorily on some of these subtasks but not on others. One single mark—SAT or UNSAT—could not recapture all of what went on when an evaluator rated an item. The evaluator with a good memory might remember these; however, the training manager could not determine from completed forms where deficiencies were.

(2) **Recommended solution.** It was recommended that T&EO items be reformatted so that each parameter could be rated as SAT or UNSAT. Also, space was left on the forms for explanatory comments.

**h. Integration of Evaluator Ratings**

(1) **The problem.** No guidance is given for integration of evaluator ratings, other than very general instructions. This leaves integration entirely to professional judgment.

(2) **Proposed solution.** It is to be recognized that any plan for integration of ratings is somewhat arbitrary. Instructions for one means of integration are provided. (These may be modified to fit preferences of planners.) Whatever procedures are used, they should be used consistently.

**i. Use of pyrotechnics, simulators of sight/sounds of battle**

(1) **The problem.** In some cases, *plans* for use of pyrotechnics were overly complex. But these were not followed through in field practice. Pyrotechnics and simulators

were little used. When used, they were not used consistently, so that the same pyrotechnics meant the same thing to units in training.

(2) **Proposed solution.** Training planners are instructed to inventory pyrotechnics and simulators available. Cautioned against elaborate plans, they are instructed as to ways in which pyrotechnics simulators may be used. They are told to preplan times at which they are to be used, and to use them consistently.

j. **Evaluator role as trainer in post-mission and post-exercise critiques**

(1) **The problem.** For battalion exercises, post-mission critiques were not provided. Coverage of errors and omissions was often inadequate in critiques.

Three-day battalion level field exercises were generally followed by an oral or written critique or both. One problem is that this procedure makes no formal provision for correction of errors *during* the three-day period. Consequently, errors were often repeated; little learning was evident. In one instance, ad hoc critiques were held for companies and platoons during the three-day exercise. Here, substantial learning of maneuver and overwatch tactics reportedly occurred. Information we were able to obtain from units after conduct of battalion field exercises indicated that post-exercise-written critiques were vary general in coverage. They did not attribute errors and omissions to units that made them.

(2) **The solution.** In prescriptive guidance for conduct of critiques, especially for units badly needing training, it is recommended that critiques be held *after* accomplishment of each mission. These critiques can help to correct mistakes, avoiding reinforcement of bad habits by practice. Some exceptions to holding a critique after each mission may be made where the first mission logically leads to a second, which should follow it directly. For example, a Movement of Contact mission may be followed directly by a Hasty Attack. In this case, it would not be desirable to stop the Movement to Contact mission to hold a critique. However, emphasis is placed in evaluator training on holding frequent, thorough critiques, normally after each mission.

The manner of giving critiques is also stressed. Emphasis is placed on evaluators creating a sanction-free learning environment and encouraging discussion rather than assuming a dictatorial role. The former is believed to be more conducive to learning.

**k. Post-exercise critiques and remedial training.**

(1) **The problem.** Problems of holding effective critiques have been described above. In addition, with the exception of practices reported in one brigade, little attention was given to development of concepts and plans for remedial training, and for use of field evaluations to pinpoint areas in which remedial training was needed.

(2) **Recommended solution.** Emphasis is placed on holding post-exercise critiques. These are to be supplemented by written narrative records of performance which are to be prepared by evaluators and reviewed with leaders of performing units. It is emphasized also that a program for remedial training should be developed to address performance weaknesses. Such exercises might include battle simulations or additional field exercises.

**l. Application of principles of good pedagogy.** Throughout the progression of lessons, we attempted to apply principles of good pedagogy. Thus, certain general themes are developed early. These provide a rationale and context for specific guidances which derive from the principles. For example, principles of learning presented in the second lesson plan provide the basis for instructions of evaluators in observing and evaluating performance and for holding post-mission and post-exercise critiques.

In general lesson plans proceed from the simple to the complex. They strive to develop in successive lessons a better understanding of evaluator roles and their specific tasks. For example, in dispersions typical of present-day battlefields, it is hard for an evaluator to know what is going on beyond those things that he can see. Because of this, we have suggested that in training evaluations, missions be played on a sandtable first, using symbols to indicate positions and movement of OPFOR and the unit to be trained.



The sandtable exercise permits all evaluators to visualize what is happening over *the entire battlefield*. Evaluators can then develop mental maps as to what actions they can expect beyond those they can immediately see. The sandtable exercise is followed up by terrain reconnaissance, wherein evaluators again walk (or ride) the routes which the units to be evaluated are apt to follow. Prior experience with sandtable work lets evaluators know approximately where adjacent units will be, where the OPFOR will be, etc. By building these concepts in classroom and field reconnaissance, it should be much easier, during the conduct of exercises, for evaluators to appreciate needs for inter-evaluative communications of simulation, evaluations, and exercise control.

### Summary

The contents of guidance materials for planners and evaluators were determined largely from observations made during the first study phase. Table 1 which follows summarizes results of field observations, and indicates how and where needs identified during field observations are presented in guidance materials. The left-hand side of the table summarizes areas in which improvements were felt to be needed. The right-hand indicates how these needs are taken into account in the Command Planning Guide and in the Evaluator/Controller POI.

**TABLE I**  
**PERCEIVED ERRORS AND OMISSIONS IN FIELD PRACTICES:**  
**HOW GUIDANCE WOULD CORRECT THEM**

**Note:** Faulty practices in planning and conduct of ARTEP exercises are summarized in the left-hand column. These are referenced by page to HSR's Volume I report entitled *Executive Summary: Study Design and Field Research*.

The right-hand column identifies information in the Command Planning Guide (CPG) and the E/C Program of Instruction (POI) that is intended to avoid these faulty practices. Instruction is referenced to page number in the Command Planning Guide and to lesson plan in the E/C POI.

REF	Summary HSR Field Observations	Corrective Actions Reflected in Command Planning Guide (CPG) and POI for E/Cs	REF (CPG, POI)
Volume I P. 30,31,33, 34,35,36	Importance of evaluator's role not clearly recognized, or emphasized in way in which exercises are conducted.	Importance of evaluator role emphasized throughout POI.	POI 1, 2, 3
Volume I Throughout Volume II— pgs. 28,29	No clearcut description of evaluator duties.	Evaluator duties are discussed and developed.	POI 3, 4, 5
Pgs. 31,33, 34,35,45,	Little or no evaluator training; inconsistent evaluator performance.	CPG and POI are designed to provide the basis for training.	
Volume I— pgs. 24,39, 41	Ambivalence among field unit leaders: Is the exercise a test, or is its purpose to train?	Emphasis on training diagnosis, training throughout.	CPG 1, 2 POI 1, 8
Volume I— pgs. 38,42, 43 Principles: Volume II— pgs. 23,26	Consistent violation of established principles of learning.	Principles of learning developed early. Reinforced throughout.	POI 2
Volume I— page 26	Need for coordination; follow-through in development of plan, training E/Cs and conduct of FEX.	Recommend that one person be responsible for planning, execution, critiques, feedback.	CPG pages 2, 10, 11
Volume I— Pgs. 31,47	Lack of adequate logistical support for E/C teams.	Need for adequate support emphasized.	CPG page 8
Volume I— pg. 45	Need for terrain reconnaissance by evaluators.	Sandtable exercise and reconnaissance called for.	CPG pages 6, 7 POI 14

REF	Summary HSR Field Observations	Corrective Actions Reflected in Command Planning Guide (CPG) and POI for E/Cs	REF (CPG, POI)
Volume I— page 49 (see para. a)	<p>Failure to develop guides for evaluation of items requiring subjective judgments.</p> <p>Formatting T&amp;E Items: T&amp;EO items difficult to use because many lumped together several performance parameters.</p>	<p>Lesson plan calls for senior E/C to do this.</p> <p>Recommend that items be reformatted so that evaluators could rate SAT or UNSAT for each parameter. Also, space allowed for comments on the form.</p>	<p>CPG page 6</p> <p>POI 7</p>
Volume I— page 45	<p>Failure of evaluators to act as a team and anticipate next actions resulting in:</p> <ul style="list-style-type: none"> <li>• frequent muzzle-to-muzzle confrontations</li> <li>• little attempt to evaluate physically separate units.</li> </ul>	<p>Lesson plans stress:</p> <ul style="list-style-type: none"> <li>• Use of control actions</li> <li>• Anticipation by E/Cs of next actions</li> <li>• E/C exchange of info for evaluation purposes.</li> </ul>	<p>POI 7</p> <p>POI 8</p> <p>POI 9</p>
C&GSC Graduates' Critique of Field Performance	Lack of supervision and follow-up by leaders of tactical units; failure of evaluators to detect this.	One general item in all missions covers supervision. Attention to this item called for in critiques.	POI 9
Volume I— pgs. 45, 49	Evaluators not keeping up with unit; alternately usurping unit leader decisions.	<p>Evaluators told to:</p> <ul style="list-style-type: none"> <li>• stay close to unit</li> <li>• allow leaders chance to make mistakes</li> </ul>	POI 9
Volume I— pgs. 45, 49	<p>Uncertainties as to how and when to use T&amp;EOs; how to take notes.</p> <p>On ground performance, didn't carry T&amp;EOs in some cases. Didn't use T&amp;EOs as actions observed.</p>	E/Cs told how to use T&EOs. Rate as action occurs.	POI 9
Volume I— page 46	Little or no instruction in the use of pyrotechnics simulation resulting in inconsistent use of pyrotechnics.	One lesson plan on use of pyrotechnics simulators.	POI 13
Volume I— page 45	<p>Attempt to follow a "too-tight" time schedule, resulting in:</p> <ul style="list-style-type: none"> <li>• compromise of principles of training</li> <li>• often no time for troop leading procedures</li> </ul>	Planners and evaluators told not to rush through missions; allow flexibility in scheduling.	CPG page 6
Volume I— pgs. 48, 49	No instructions for integration of evaluator ratings.	A means is provided for integration of ratings.	POI 11
Volume I— pgs. 41, 48, 49	Lack of instructions in holding critiques, hence ad hoc practices, inconsistencies.	Importance of critiques emphasized; instructions for conduct.	POI 10
Volume I— pgs. 36, 43, 51	Lack of instructions for integrating feedback into evaluation reports and the planning of remedial training.	Instructions provided for preparing results for training managers.	CPG pages 10, 11 POI 12



**Section II:**  
**COMMAND PLANNING GUIDE**

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## COMMAND PLANNING GUIDE

This Command Planning Guide provides guidance for preparation and conduct of company-level field exercises. It is integrated with the Evaluator/Controller Program of Instruction for training evaluators. It is intended for G/S-3 personnel and persons they designate to be responsible for planning and conduct of field exercises. It should be studied, along with the POI, for training of evaluators.

There are many ways in which maneuver elements of battalions can be organized for collective training. In order to be specific, we have assumed that training is for a company operating as an organic unit. It is further assumed that an OPFOR, evaluators and controllers (E/Cs) will be obtained from battalion or brigade resources. Modifications in this approach may be made to suite local capabilities and needs.

Recommendations and guidance are compatible with the ARTEP philosophy. Note that the "P" in ARTEP stands for the training *program*. Units do not *take* an ARTEP. The training program is continuous throughout the year. The "E" in ARTEP stands for evaluation. The purpose of evaluation is to assist training by diagnosing unit weaknesses. Only through identification of strengths and weaknesses can unit performance be improved. Therefore, stress is placed on conduct of post-mission and post-exercise critiques, and on developing remedial training requirements.

Emphasis is placed on the training of evaluators. Performance of the unit in training can be no better than the performance of evaluators. Evaluators must know tactics, and be motivated and do a good job, so they can identify effective performance and errors and omissions. Having done this, evaluators must be able to discuss good performance and weaknesses in critiques. Hence, a key objective of training is to build up the status of evaluators—to create in evaluators a pride in work. Evaluator competence will be reflected in respect and ready acceptance by trainees of their recommendations and guidance.

In summary, guidance is directed toward creating an effective learning environment by several steps of planning and execution: initial planning; building scenarios; selection and training of evaluators; monitoring mission and exercises; and the conduct of post-mission and post-exercise critiques. This document does not go into the details of logistical planning, other than to point out that thorough planning and scheduling of logistical and troop support is necessary. Since the purpose of the exercise is that leaders and troops learn to apply tactical doctrine, the second lesson plan places emphasis on how learning takes place and how it can be helped. This theme is central and plans for conduct of training should support it.

### **Initial Planning**

It is assumed that planning for the exercise beings at the G-3/S-3 shop. The focus on training is to be on command and control by the company commander, coordination between platoons, and to a lesser extent, on coordination between platoon sections.

An experienced company-level officer should be designated to conduct the exercise who will be either responsible for planning for the exercise, or closely involved in planning. The best arrangement is for this same officer to be responsible for the entire sequence of activities: planning, exercise conduct, and critiques. Close coordination is required between exercise planners and the commander of the company to be trained.

The selection of the officer who will become evaluator/controller is especially important. He should be an experienced tank/mechanized infantry officer and should be experienced in the use of indirect fire weapons and TOWs. He should be familiar with the principles and practices of ARTEP. He should appreciate the importance of evaluator training. He should be a competent manager and teacher. To assure objectivity in evaluation, he should be drawn from another battalion.

### **Planning Meeting**

The battaion S-3 of the officer to be in charge of planning training exercises calls a planning meeting. The battalion S-3 and his assistant should attend. The purpose of this



planning meeting is to develop a detailed basis for the training and evaluation plan. Emphasis is on all things that need to be planned and scheduled to facilitate good training. Topics to be covered are:

1. Call attention to the objective of the exercises, namely to diagnose training deficiencies.
2. Identify units to be trained, their leaders, sources of evaluators, and OPFOR.
3. Review general time schedule for training, noting that minor changes may be made after the training schedule is developed.
4. Outline actions to be taken in the more detailed development of the training schedule. These include the following:
  - a. Review of training needs based on knowledge of units to be trained, on their prior training, and available records, and discussion with the commander of the unit to be trained. ARTEP T&EOs provide general statements of training objectives. More specific objectives may be developed based on the identified state of unit training. These objectives in turn help determine missions to be selected, and how they are played.
  - b. Decide whether company field exercises are to be preceded by platoon exercises. This may be dependent on the state of training of units.
  - c. Discuss missions to be performed. The G/S-3 may select missions or this decision may be delegated.
  - d. Indicate number of evaluators to be provided. Based on observations of field exercises, it is recommended that eight evaluator/controllers be used for a company-level exercise. Two evaluator/controllers are assigned to each maneuver platoon, one to the company commander and one to the OPFOR.
  - e. Determine the composition of OPFOR and how it is to be used.
  - f. Point out the need in later planning to determine whether critiques are to be held after each mission. Emphasize that schedules of missions to be run should not be set up so that units must rush through a pre-established time schedule. Leave flexibility.

5. Note location of terrain on which training is to occur.
6. Define senior E/C responsibilities with regard to exercise planning.
7. Identify sources of logistical support.
8. Call attention to the Evaluator School and lesson plans. Make decisions as to who will give the lessons; estimate their duration. Call attention to features of lesson plans requiring emphasis.
9. It is suggested that plans be made to hold an evaluator critique of the evaluation procedures after all else is completed. This meeting should be scheduled and its purposes noted.
10. Select evaluator/controllers. Select officers or senior NCOs who are experienced in platoon tactics. Such personnel may not be available in adequate numbers. If desired capabilities cannot be met by personnel available, competence can be instilled by E/C training.
11. It is recommended that a tasking letter be prepared to inform support sources as to what support is needed.

#### **Development of Evaluation Plan**

A sound evaluation plan assures that field exercises will accomplish their training objectives. Key topics to consider in the development of the exercise plan are described below. As one important basis for development of the plan, the E/C POI should be reviewed. It describes products that the senior E/C must provide for the E/C School. These are:

- detailed scenario
- OPFOR plan
- OPORDs to the company commander
- a company-level sequence of events
- definition of T&EO standards
- engagement control rules

The topics below should be addressed and resolutions reflected in the evaluation plan.

1. **Possible need for preliminary training of platoons/sections.** Consider whether platoon level exercises may need to be held prior to the conduct of company field exercises. Company exercises emphasize coordination of platoons by the company commander and coordination between platoons. To a certain extent, they allow training in coordination within platoons. In order to effect coordination between squads and sections, some level of skill is required of section and squad leaders. If training records indicate that trainees are relatively inexperienced and unpracticed in intra-platoon coordination, it may be desirable to run platoon exercises prior to the conduct of the company exercise.
2. **Selection of missions.** Missions and the way in which they are played derive from training objectives. (These objectives were developed in the planning meeting.) The planning meeting provided planning guidance as to what missions should be included. The number of missions will be determined in part by the duration of the exercise. In general, consider four basic missions, each of which allows emphasis on certain training objectives.
  - a. **Movement to an attack position; Movement to Contact.**
  - b. **Attack.** T&EOs are provided for a Hasty Attack Mission. Scenario instructions and OPORDs may call for different formations, and involve different allocations of fire support.
  - c. **Defense.** Defense of an assigned line, and an active defense of an area.
  - d. **Withdrawal under pressure.**

These missions are described in the T&E Outlines. To provide experience in all common and critical missions, all four of these mission should be played.

3. **Fitting missions to the ground.** Having identified missions to be played, conduct a preliminary terrain reconnaissance. Map missions roughly to



the terrain. Concurrently, review training objectives by mission. In planning how missions will unfold, plan the play of OPFOR so as to being out pre-established training objectives.

4. **Ordering of missions.** Missions may be ordered to be independent of one another or in a sequence based on tactical considerations. For example, it makes sense to follow a Movement to Contact Mission by Hasty Attack. If, however, a critique is to be held after each mission, then the order of the missions makes little difference.
5. **Conduct of exercise on sandtable.** In the steps above, you have identified missions, conducted a preliminary terrain reconnaissance, and indicated a on a map of the area about where each mission will be conducted. The next step involves detailed mission planning and development of instructions for evaluator/controllers specific to the terrain. This can be done by using a sandtable to simulate the area over which the exercise is to be run. Symbols may be used to designate units and positions of controllers. Talk through each mission and move the symbols as this is done. Also, note actions required of OPFOR and where OPFOR is to be positioned. Review the plan for post-mission critiques and indicate convenient locations where they can be held. This first plan of missions will permit refinement of the scenario, OPFOR plans and draft sequence of events.
6. **Further refinements.** During the conduct of the sandtable exercise, the senior controller will elaborate on guidance and relate it directly to topics covered in lesson plans. The following should be fully developed:
  - a. OPORDs for each mission.
  - b. Instructions for actions to be taken by OPFOR for each mission.
  - c. Guides for E/Cs and OPFOR simulation of the sights and sounds of combat. Note, during each mission, when simulations are to be used, and in view of what is available, in approximately what amounts.
  - d. Means by which the senior evaluator is to insure exercise control and monitor the exercise. Needs for communication between the senior E/C and E/Cs, and between him and OPFOR, and communications between controllers should be noted.
  - e. T&EO items are reviewed. In the evaluator training course, certain of these items need to be discussed, to develop considerations that E/Cs should use to evaluate validly. Similarly, items need to be identified which

require inputs from two or more E/Cs. Items worth special discussion need to be flagged for coverage in the E/C School.

7. **Terrain Reconnaissance.** The evaluator in charge makes a second terrain reconnaissance, taking along all notes on the topics described above. Other personnel who will be involved in training evaluator/controllers should make this reconnaissance as well. Since the sandtable exercise permits a view of where all units will be and their relationship to each other, it can provide a good quick approximation of how the exercise will be run, requirements for control, evaluation, etc. The second terrain reconnaissance should confirm instructions developed during the sandtable exercise and modify them as the nature of the ground and vegetation requires. Make additional notes for use in the E/C School, and when evaluator/controllers are brought out for terrain reconnaissance.

During the terrain reconnaissance, reconnoiter the routes the company will be expected to take during the performance of each mission. Designate assembly areas for the unit and for OPFOR.

Designate places at which mission orders will be given. Anticipate the likely plans of unit leaders in response to mission orders. On the ground, observe specific considerations that bear on the unit selection of routes, use of ground, and so forth. During the walk-through of each mission, note the places and circumstances under which pyrotechnics will be used. Identify boundary areas.

Based on the terrain reconnaissance, revise notes made during the sandtable exercise as needed. Add or revise instructions as needed for the OPFOR and operations orders. Prepare any further instructions needed for control by E/Cs, and for evaluation of unit performance.

### **Final Preparations**

Having completed the terrain reconnaissance, finalize the mission schedule. The schedule should retain some flexibility. Execution of some missions may take longer than anticipated. In addition, allow time for post-mission critiques.

1. Based on the scenario and schedule, the detailed Sequence of Events should be prepared.
2. Prepare to provide the evaluator group adequate logistical support. This includes:

- a. facilities for conduct of the Evaluation School to include space, sandtable facilities, slides, etc., and
- b. support for field operations. The effective performance of the E/C group will depend on its mobility, communication capabilities, and, in the case of simulation, adequate provision of simulation devices. Provisions must be made for an adequate number of vehicles, communication equipment, and sufficient quantity of simulators and pyrotechnics.

Review logistical support requirements to make sure of their availability, and that personnel are designated to draw them and to maintain an inventory.

#### **The Evaluator School; Planning for and Conduct**

The state of training readiness of units cannot very well exceed evaluators' knowledge of tactics as reflected in their ability to recognize errors and omissions and correct them. This alone is an excellent reason for effective evaluator training. Further, classroom training of evaluators and their experience in field exercises can provide evaluators training equal in value to the training received by the units being trained. Attention should, therefore, be given to conduct of a good evaluator school. Among factors to consider are the following:

1. Personnel designated for the Evaluator School should be assigned exclusively to the E/C group and relieved of other duties during training in the school, execution of the exercise, preparation of written accounts, post-exercise critique, and development of recommendations for remedial training, and for the evaluator critique.
2. It is estimated that three days will be required to conduct E/C training. Mention should be made of the post-exercise critique. However, this lesson plan may be deferred until the exercises have been completed.
3. As an indication of command emphasis, it is desirable that the battalion S-3 or a senior officer make opening remarks. See E/C Lesson Plan 1.



4. The POI provided in Evaluator Training is integrated into the exercise plan developed as described above. Notes of salient points made during exercise planning are flagged for coverage in the school. Note that:
  - a. The POI permits each evaluator to develop his plan of work. In Lesson Plans 5-10, these plans are coordinated to assure effective evaluation and control. See that adequate attention is given to planning of teamwork between evaluators of the unit and communications with the evaluator with OPFOR.
  - b. As noted earlier, many T&EO items require evaluators to make interpretive judgments. To insure that evaluator interpretations are both accurate and consistent, two preparatory steps are recommended:
    - (1) Reference paragraphs in relevant manuals for evaluator review.
    - (2) During the E/C School, review with evaluators the considerations that bear on evaluation of complex performance items. It should be pointed out that evaluators should not stress one single, rigid solution. In critiques, evaluators should place emphasis on identification of considerations to be kept in mind in evaluating tactical performance.
  - c. Guides are suggested in Lesson Plan 12 for integration of evaluator ratings. It should be recognized that *any* rules for integration of ratings of performance on T&EO items are somewhat arbitrary. The rules suggested may be modified if desired. But whatever rules are used, they should be made explicit, and used consistently by all E/Cs.

#### **Monitoring Field Performance of the E/C Team**

Command attention to the work of evaluators can serve to motivate and create pride in doing a good job of evaluation. Guides for senior personnel who visit exercises and for supervision of evaluators by the senior evaluator are as follows:

1. The evaluation team should be thought of as *an extension of the chain of command*. Therefore, command visitors should pay greatest attention to the evaluators and how they are doing, relatively less attention to how units

in training are doing. This they will learn from the Evaluator team.  
Supervision by the senior E/C properly includes:

- a. Monitoring the evaluator net to insure that it is being used to provide warning, insure control and to coordinate evaluations by physically separate evaluators.
  - b. Observation of E/C use of T&E Outlines to assure that they are properly used and that performance is rated as observed. Discussions of ratings with evaluators, and why they were made, can show command interest.
  - c. Observation of post-mission critiques.
2. Visitors—and all E/Cs should remain tactical whenever the exercise is tactical.
  3. The senior evaluator should observe at least one post-mission critique held by each evaluator. The purpose is to insure that a good learning environment is created—that trainees are encouraged to discuss their plans and reasoning, and exercise performance.
  4. The Senior Evaluator is responsible for most communications with OPFOR. (Information from OPFOR which bears on performance ratings may be obtained directly from E/Cs in contact with OPFOR.) An occasional visit to the OPFOR unit will help to maintain their interest and alertness.

#### **The Post-Exercise Critique; Recommendations for Remedial Training**

ARTEP is a continuous training program. Review of E/C Lesson Plan 13 will indicate how results of company training are to provide information for future training programs. The Post-Exercise Critique (Lesson Plan 13) and summary of results will provide:

1. Completed ratings for all platoons and the company on all missions.
2. Narrative accounts of mission performance.
3. Recommendations for remedial training.

The above materials should be reviewed and filed for further reference. Weaknesses and training needs should be reflected in the battalion's revised training schedule. If the company or companies that received training can be considered as representative samples of companies and platoons in the brigade, training needs discovered may be used as a basis for designing training for other units.

#### **Critique of Program Instruction, Evaluation and Control Procedures**

A critique of the POI for evaluators, procedures used and support requirements can help to plan future training exercises. It is recommended that a critique be held in which all evaluators are present. The S-3 should attend along with the commander of the company evaluated. Other S-3 personnel from Brigade/Division may be invited.

Prior to the meeting the Senior E/C should have reviewed this command guidance. Other evaluators should review the POI used for the evaluator training.

The following points should be addressed:

1. Points deserving greater attention during evaluator training; points of marginal value.
2. Adequacy of description of evaluator functions, needs for revisions. Could the number of evaluators be reduced without sacrificing the quality of evaluations? Should evaluator assignments be changed?
3. How workable was the Sequence of Events? Did it help coordination?
4. How satisfactory were procedures for inter-evaluator communications? Communications with OPFOR? What changes are indicated?
5. How satisfactory were the formats of T&EO items? How well did guides for exchange of information between evaluators, and between evaluators and OPFOR for purposes of evaluation work? Should any T&EO items be changed? If so, how? Should additional T&EO items be added? If so, what items and how phrased?



6. How well did the plan for holding post-mission critiques work? Should procedures be changed? What changes are recommended? How well did evaluators feel they were able to handle critiques? Did they learn things that might be included in future instructions?

A summary of recommendations from this critique should be filed along with the Evaluation Plan for use in further field exercises.

**Section III:**

**PROGRAM OF INSTRUCTION FOR EVALUATOR/CONTROLLERS**

**Title:** Evaluator Orientation

**References:** This booklet and the exercise plan

**Personnel:** Senior E/C and battalion or brigade commander

**Type of Instruction:** Lecture

**Objectives:** (1) To provide the what, when, who, and where of conduct of exercise.  
(2) To call attention to the importance of evaluators in the Army Training and Evaluation Program (ARTEP).

**Outline:** A. Introduction to Exercise  
B. Orientation for Exercise  
C. Handout Supporting Materials, Instructions

**NOTE:** This module is an outline of the standard "introductory address" to a training session of this type. It is designed to be given by the brigade/battalion commander or the brigade/battalion S-3. It shows proper command emphasis on the importance of the upcoming exercise.



## NARRATIVE OUTLINE

### A. Introduction

Brigade commander, S-3, or battalion commander emphasizes these points:

- The primary purpose of the exercise is to train.
- A primary objective of evaluator/controllers (E/Cs) is to help the unit improve its performance.
- E/Cs must know their jobs, which involve control, coordination, observation, and giving critiques. Exercise value depends on how well E/Cs do their jobs.
- Evaluators can learn valuable lessons to apply to their own units from acting as evaluators.
- Assure battalion and brigade interest by their presence at introduction and their observations during exercise. Interest is *not* confined to standard VIP drive-by or walk-through.
- Evaluation process is also a candidate for evaluation. Comments on how evaluator training can be improved will be actively solicited.
- The exercise is for the troops as well as leaders. Make everyone feel that the exercise is worthwhile.

### B. Orientation

Delivered by battalion S-3, or whoever senior E/C is responsible to.

- Units to be trained/evaluated, their identity and names of leaders.
- E/C introductions—names, units of all E/Cs and senior E/C.
- Brief outline of scenario, mission(s) to be run, duration of exercise. and who E/Cs are responsible to.
- General orientation to terrain, training area to be used, special hazards.

- Evaluator duties with respect to logistical and personnel preparation.
- Restatement of total time allocated to training and exercise conduct.  
Resolution of any time conflicts.

**C. Handout of Training Materials**

Delivered by senior E/C. Materials include:

- Schedule for E/C training.
- Exercise plan, scenario, time schedules, administrative/logistic instructions, safety instructions, other general and special instructions.
- Reading assignments, loaner copies of doctrinal literature.
- Booklet of training modules, if desired.

**D. Questions from E/Cs**

**Title:** Introduction to ARTEP Exercise Objectives

**References:**

**Equipment and  
Instructional Aids:** VU-Graphs, Projector

**Personnel:** 1 Instructor (preferably senior E/C)

**Type of Instruction:** Lecture

**Objectives:** Define ARTEP, emphasizing a program of training  
State three things necessary for training to occur.  
State five ways to provide feedback in an ARTEP exercise.  
State four necessary criteria for effective feedback.

- Outline:**
- A. Introduction
    - 1. Importance of exercise
    - 2. Importance of attitude
  - B. Definition of ARTEP
    - 1. *ARmy Training and Evaluation Program, emphasis on program*
    - 2. Dual training/evaluation role
  - C. Necessary factors for training
    - 1. Statement of expectations (task, standards)
    - 2. Practice
    - 3. Feedback
  - D. Types of feedback
    - 1. Self-feedback
    - 2. Feedback from evaluators
    - 3. Peer or leader feedback
    - 4. Post-mission critiques
    - 5. Written evaluation reports
  - E. Criteria for effective feedback
    - 1. Acceptance by recipients
    - 2. Validity
    - 3. Credibility
    - 4. Timing
  - F. Summary
    - 1. Emphasis on training and learning
    - 2. Emphasis on E/C responsibility



## NARRATIVE

### Introduction to ARTEP Exercise Objectives

As you probably already know, you've been selected to receive training as evaluators and trainers for ARTEP field exercises. Practice in field exercises is the main way by which Army units maintain a high state of proficiency. ARTEP exercises can attain this only if they are well planned and conducted. Proper conduct of exercises depends heavily on evaluators—on how well they know their jobs, and on their willingness to work just as hard as the leaders of the unit being evaluated. As we go on, we will give you many specific guides for acting as evaluators and trainers—but the most important message of all is that proficiency in combat skills depends heavily on how well you and other evaluators/trainers do your jobs as individuals and working together as a team.

The first session will give you background information on ARTEP—its purposes, and how well-conducted exercises can serve these purposes. From this, you will see that evaluators must know their jobs and work hard at them. Further, when the shoe is on the other foot—when *your* unit is receiving training—you will be able to better understand how evaluators can help you.

#### \*\*\* Graphic 1: "Definition of ARTEP" \*\*\*

First of all, can anybody tell me what the acronym stands for? And give a definition of what the ARTEP is? (NOTE: Instructor allows two or three class members to provide an answer.

#### \*\*\* Graphic 2: "ARTEP" \*\*\*

To repeat, the ARTEP is the Army Training and Evaluation *Program*. ARTEP is *not* a replacement for past collective training programs such as Army Training Tests (ATTs) or the Army Training Program (ATP). The ARTEP is a program that includes both training and evaluation with a focus on what should be done tomorrow to correct training weaknesses

identified today. It is a tool the trainer can use to *train and evaluate* his unit's day-to-day training status.

\*\*\* Graphic 3: "Training and Evaluation" \*\*\*

A unit does not "take an ARTEP" because ARTEP is something that goes on day-in/day-out, throughout the unit's training year.

Within the ARTEP, evaluation is a critical part of training. In fact, they are inseparable. A trainer cannot train to correct a unit's weaknesses without being able to correctly identify what the weaknesses are. Identifying such deficiencies in a unit's performance provides the trainer with the information he needs to assess the unit's training status. The objective of evaluators is to help the trainer identify the unit's weaknesses. Thus, you are critical parts of the ARTEP; because you help members of the performing unit to learn.

ARTEPs include all the more common and critical unit missions of each echelon from squad to battalion. Each mission description is called a "Training and Evaluation Outline" (T&EO). Let's look at the makeup of T&EOs.

\*\*\* Graphic 4: "Necessary Factors" \*\*\*

\*\*\* Graphic 4: "Tasks and Standards" \*\*\*

Each T&EO consists of one unit mission. Within each mission, tasks to be performed are described, as are—in some cases—standards. The ARTEP document provides this basic information for all common and critical missions.

\*\*\* Graphic 4: "Practice" \*\*\*

Another thing needed, if learning is to occur, is practice. The exercise allows for practice; when tasks are not properly performed, there should be further practice. A third condition: Trainees must be given feedback, knowledge of results, "How did I do?"

\*\*\* Graphic 4: "Feedback" \*\*\*

Leaders and unit members all need feedback so they can better understand what they did well, what they did poorly, and the reasons evaluators graded performance as poor or good. There are several ways for trainees to get feedback. As evaluators, you want to see that all of these happen.

\*\*\* Graphic 5: "Types of Feedback" \*\*\*

\*\*\* Graphic 5: "Self-Learning" \*\*\*

The first way is by self-learning. Men detect their own mistakes and correct them. Self-feedback is a good way for men to learn. In combat, there are the quick and the dead. The latter do not get a second chance. Field exercises need to be managed so that men can recognize their own mistakes. But this is not always possible, in unit training exercises, mistakes are not always evident to those to make them. So, other types of feedback are encouraged.

\*\*\* Graphic 5: "Evaluator Corrects Mistakes as Made" \*\*\*

One key duty of evaluators is to note mistakes during conduct of an exercise. Using the T&EO items as reminders, you can provide feedback both during the exercise and in post-exercise critiques. The lower the state of training of the unit, the stronger the argument for correcting mistakes as they are made. If you can tell a leader or soldier to correct something he is doing wrong in the first hour of a two-day exercise, it will allow him to avoid mistakes and practice doing it right for the rest of the time in the field. If you don't correct errors, and allow the soldier or squad leader to do it *wrong* for two days, it is going to be even harder for him to understand what he was doing wrong, and what are correct actions once someone does eventually point out his mistake.

\*\*\* Graphic 5: "Leaders and Peers" \*\*\*

A second way unit members can get feedback is from peers or leaders. One of your chief duties as evaluator and trainer is to encourage this type of feedback. You should be on the lookout for how well the supervisors, squad, section and platoon leaders observe subordinates and correct their mistakes and/or let them know what they're doing right. This is an important part of being a leader, and it should be evaluated during any exercise. It is a point to be brought out in your part of the post-mission critique. Also, during the post-mission critique, you can



encourage people to help one another learn. Someone may have caught a mistake that you didn't see. Let them tell about it in a constructive way. We'll give you ideas on how to run the critiques so that trainees can learn the most from them. The third way of providing feedback is in the post-mission critique.

\*\*\* Graphic 5: "Critiques" \*\*\*

We have already said that the unit leaders and the members of the unit can provide feedback to one another during the post-mission critique as well as by receiving it from you, the evaluator. Often, this is not practiced in post-mission critiques—men get little chance to discuss mistakes. It takes some practice on the part of the evaluator to encourage frank discussions, but to maintain control so the discussion does not wander. Again, we tell you later how to go about this so that the post-mission critiques promote learning instead of turning into chewing-out sessions. Another way, and the final way, of providing feedback is through summaries of performance.

\*\*\* Graphic 5: "Written Reports" \*\*\*

After the exercise(s), these are necessary to help the evaluators review together the unit's strengths and weaknesses, and how they can go about correcting their weaknesses. These written feedback reports give the unit commanders and supervisors and the unit troops something to go by, something to work for in future training. The evaluator/trainer applies and encourages all forms of feedback just described. Now let us consider characteristics of good feedback, i.e., criteria it should meet. We will consider in order: acceptance, validity, credibility and timing.

\*\*\* Graphic 6: "Criteria for Feedback" \*\*\*

For the feedback from evaluators to the unit to be most effective, it should have the characteristics shown on the slide. In your first meeting with the unit being evaluated, and throughout the exercise and critique, you should work to create the proper environment for learning. The first and most important thing is that the members of the performing unit and the leaders of the performing unit must be willing to accept constructive feedback.

\*\*\* Graphic 6: "Acceptance" \*\*\*

You, as evaluators, must, with word and action, make it clear to the leader of the unit and his men that the exercise can be an excellent learning experience. You must know your job, you must show interest, you must observe closely your T&EO items. If the unit uses cover/concealment, you must do so also. Your *actions* will communicate that you are interested and encourage trainees to play the game. Secondly, the information—feedback—that you provide must be valid.

\*\*\* Graphic 6: "Validity" \*\*\*

You, as evaluators, must know the exercise well. You should know the tactics that should govern the actions of the unit. From earlier ground reconnaissance, you should know how the T&EO items apply on the terrain on which the exercise is to be run. You should appreciate what actions are effective; you should understand what mistakes are apt to occur; what considerations apply to evaluation of T&E items. So, along with this training, between now and the exercise, review the tactics and doctrine that you can expect to see when the performing unit goes through their missions.

\*\*\* Graphic 6: "Credibility" \*\*\*

Corrections you provide during the exercise, and your comments during the critique must be credible—trainee leaders and troops must be willing to accept your word. This will happen if you show interest and your understanding of the problem. The fourth thing is simply a matter of timing—feedback should be given as soon after the exercise is run as possible.

\*\*\* Graphic 6: "Timing" \*\*\*

Your senior E/C, and members of the ARTEP committee have made every effort to set up the scenario, and the exercise so that there's ample opportunity to provide feedback on a short-term basis. This means that during breaks between missions instead of having trainees lying around waiting for something to happen, they should be given feedback sessions, whether they are formal or informal. If we miss those opportunities, we've missed an opportunity for training. This goes hand-in-hand with what we said earlier about making on-the-spot corrections.

If a leader fails to supervise, if a group fails to take concealment when they should, tell them about it early. It is not going to affect the overall exercise that much; and if that single individual has learned from his mistakes, then you've done what needs to be done in that area to enhance the unit's combat proficiency.

In summary, then, the exercise which you will prepare for and conduct is one part of a large program. The Army Training and Evaluation Program. Don't forget that we want to emphasize the "T" in ARTEP as well as the "E" during the conduct of this exercise. Training and learning can and will take place during the exercise and it's up to you to insure that it does.



## GRAPHIC ANNEX

### Introduction to ARTEP Exercise Objectives

Graphic 1 Definition of ARTEP

Graphic 2 *ARmy Training and Evaluation Program*

Graphic 3



A R T E P      EVALUATION  
                         TRAINING

Graphic 4 Necessary factors for training:

- statement of expectations (tasks, standards; use T&EO)
- practice
- feedback

Graphic 5 Types of feedback:

- self-learning
- evaluator corrections
- peer or leader feedback
- post-mission critiques
- written evaluation reports

Graphic 6 Criteria for effective feedback:

- acceptance by recipients
- validity
- credibility
- timing

**Title:** Functions and Structure in the ARTEP Exercise

**References:**

**Equipment and  
Instructional Aids:**

**Personnel:** One Instructor

**Type of Instruction:** Lecture

- Objectives:**
- (1) State the purpose of an ARTEP exercise.
  - (2) State three major interacting groups in an ARTEP exercise
  - (3) Describe the role of the T&E Outlines in an ARTEP exercise.
  - (4) Describe the "active" role of the E/C team.
  - (5) Describe the requirements for E/C teamwork.

- Outline:**
- A. Introduction
  - B. Purposes of the ARTEP exercise
    1. opportunity
    2. training
    3. evaluation
    4. diagnosis
  - C. Interacting groups in an ARTEP exercise
    1. performing unit
    2. OPFOR
    3. E/C team
  - D. Role of T&E Outlines in ARTEP exercise
    1. basis for scenario
    2. basis for observation/evaluation
    3. guidance for OPFOR
    4. represent combat missions
  - E. Active role of E/C team
    1. preparation and planning
    2. control of performing unit
    3. coordination with OPFOR
  - F. Requirements for E/C teamwork
    1. consolidated unit evaluation
    2. preparation phase
    3. execution phase
    4. evaluation phase

## NARRATIVE

### Functions and Structure in the ARTEP Exercise

During this lesson plan, we will explain the purpose of this exercise, and the three groups of people (performing unit, E/C team, and OPFOR) needed to accomplish its purpose. We will review the roles of each group, and explain why the E/C group must function as a team in accomplishing their mission. We are not going to teach you how to *do* anything or how to accomplish any of the duties expected of an E/C. This comes later. This session is to give you background and a correct frame of reference for accomplishing your E/C duties.

#### \*\*\* Graphic 1: "Purpose of Exercise" \*\*\*

The first thing I'd like to cover is the purpose of this particular exercise or any exercise conducted under the ARTEP. The purpose of this exercise is to provide the performing unit and its organic elements the opportunity to learn how to better perform its critical and common combat missions. Consider the words in the statement of purpose. The first of those words is the "Performing unit and its organic elements." This is a *unit* evaluation and training exercise; we need to find out how the *unit* operates as a *whole* and how each of the subunits operates to contribute to unit proficiency. The second key word is "opportunity." We emphasize the word "opportunity." This exercise must not be perceived by the unit being trained as just another requirement. It is an opportunity for training and training diagnosis: training to improve unit proficiency and diagnosis of weaknesses that need further training in order to be corrected. Each and every individual in the performing unit should be able to come away from this exercise saying that it was valuable for him and for other members of his unit in terms of the things he was able to practice (training), the information he received about the mistakes that he or his unit made, and the guidance he received about how to correct those deficiencies (diagnosis). Keep in mind and let trainees know that it's not a report card exercise to kill anybody's career, EER or OER. It's an opportunity to find out what the training weaknesses are. Finally, we are talking about combat missions, doing the things that this unit is supposed to do when it gets into combat.



\*\*\* Graphic 2: "Groups Taking Part in an ARTEP Exercise" \*\*\*

This is a fairly broad purpose, and pretty ambitious. To accomplish this purpose, three groups are required. The first of these, obviously, is a performing unit.

\*\*\* Graphic 2: "Performing Unit" \*\*\*

We have a fairly good idea of what its role is—we have just described it. It is to practice and perform those missions/tasks/skills that it needs to demonstrate in a combat environment. To provide adequate practice at doing this, we need an OPFOR group or an OPFOR team, someone for the performing unit to work against, whose actions serve to provide the unit being trained an opportunity to perform its combat missions.

\*\*\* Graphic 2: "OPFOR" \*\*\*

Finally, the driving force behind this exercise is the E/C team.

\*\*\* Graphic 2: "E/C Team" \*\*\*

This instruction and planning to be done in later lessons is to permit evaluators, as a team, to observe, record, and evaluate unit performance, and to provide feedback.

A well-run exercise requires coordination between members of the evaluator team, and coordination with OPFOR. To the extent possible, these requirements are anticipated and planned for before the exercise is conducted.

\*\*\* Graphic 3: "Wrap-Around" \*\*\*

As you see in the sketch, the performing unit is engaged against the OPFOR with the E/C team sort of wrapped around the performing unit and the OPFOR. The E/C team provides mission orders, the necessary control, the simulation, evaluations and critiques that create a high fidelity tactical environment. The basis for the exercise is the scenario written by the senior E/C and your ARTEP committee. The scenario makes use of the T&E Outlines that specify the combat missions to be performed.

\*\*\* Graphic 4: "Role of T&E Outlines" \*\*\*

Items in the T&E Outline describe what the unit in training should do to accomplish its mission. These items, then, provide the E/C team cues—guides as to what actions are to be observed and evaluated. The OPFOR follows the scenario, thereby providing the performing unit with a realistic representation of what they can expect in actual combat, and an opportunity to perform their common and critical tasks. Here is what you have as a total picture. The performing unit is responding to orders, taking into account terrain, intelligence, and responding to actions of the opposing force. Evaluators are observing and comparing actions of the performing unit with the evaluator concept of correct tactical performance. Based on their observations, E/Cs can point to examples of good performance, they can diagnose errors in performance, and record these so that this information can be used in critiques.

\*\*\* Graphic 5: "Role of E/C Team" \*\*\*

Something else is very important to note. The major role of the E/C team is an active rather than passive role. Plans and preparations of the E/C team are designed to anticipate what will happen in the exercise, so that when the exercise is run, they can effectively coordinate with each other and with the OPFOR. Thus, the E/C insures that the scenario unfolds as planned, anticipates problems that may crop up during the conduct of the exercise, directs the OPFOR as needed, and thus gives the unit in training the opportunity to perform all tasks the mission requires.

Another key feature: opposing force members should be used as extra observers by the E/C team. Their positions during the exercise give them the opportunity to see/observe the performing unit in action and gather valuable information that the E/C traveling with the performing unit cannot get. This information can be reported to and consolidated by the OPFOR E/C. Naturally, to have the OPFOR play such a role requires much coordination prior to and during the exercise. We will tell you how this coordination is established in Lesson Plans 10 and 11. The broad functions of the performing unit, the E/C group and the OPFOR group are summarized on the hand-out (ARTEP Exercise Function Overview) that we will give you. It depicts the responsibilities of each group and of how these are tied together.

\*\*\* Give "Overview" Hand-Out \*\*\*

\*\*\* Graphic 6: "E/C Teamwork" \*\*\*

The final portion of this module deals with the requirement for teamwork on the part of the E/C group and on the part of the OPFOR team. Any performing unit, be it battalion, company or platoon, is made up of organic sub-units and that unit's total performance depends on the performance of each one of those organic elements or units. Thus, in order to determine how a battalion did as a whole in a battalion movement to contact mission, it takes information about how well each one of the sub-elements performed their duties in the movement to contact mission.

\*\*\* Graphic 7: Uncoordinated E/C" \*\*\*

This can be further explained by looking at this graphic. Here, you see the organization of a company and its platoons going through some particular mission and exercise. Here, you see where we have attached/assigned E/Cs to different echelons of that company, specifically two per platoon, one for the company commander and an E/C operating with the opposing force. To get a valid company evaluation, we can't have all the E/Cs simply traveling with their assigned unit and making their observations and evaluations independent of anybody else, and turning that into the senior E/C at the end of the exercise.

\*\*\* Graphic 8: "Coordinated E/C" \*\*\*

If the combat unit is to be effective, its elements must coordinate their activities. And, since elements of the unit in training must coordinate, members of the evaluator team must communicate/coordinate as well to determine how well these elements have done this. Thus, communication is required between the E/Cs, both laterally and up the chain of command. Communication with the E/C with OPFOR permits control of the problem, and added information from the perspective of OPFOR about unit performance. Only through coordination and communication can evaluators get a true picture of how that unit performed *as a unit* during the conduct of any particular mission. The thrust of this is a requirement for teamwork on the part of the E/C team. This requirement for teamwork starts right now in the training session while we're planning for and preparing for the conduct of the exercise. It continues as we go through the maps/sandtable exercises, in the terrain walk-through, during the conduct of the exercise and in the sharing of information and integrating observations after conduct of the exercise to come up with a comprehensive diagnosis and evaluation of unit performance.



## GRAPHIC ANNEX

### Functions and Structure in the ARTEP Exercise

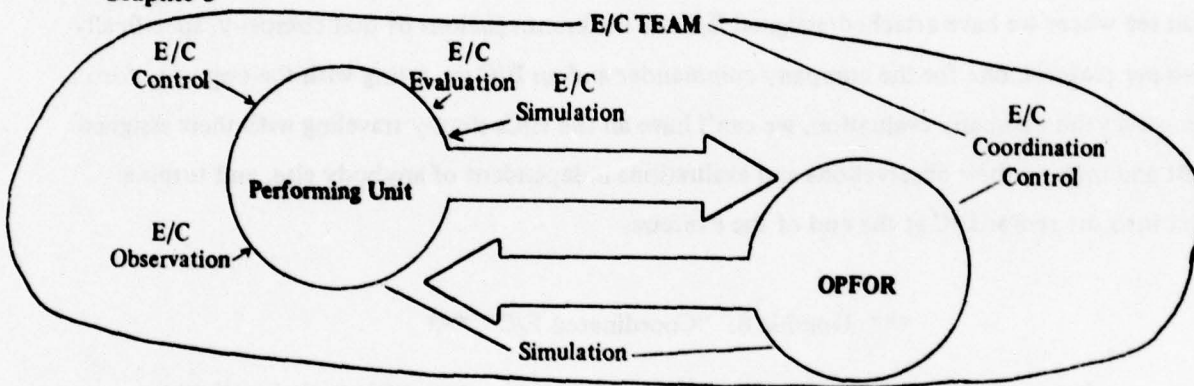
**Graphic 1** Purpose of the ARTEP Exercise

- provide an opportunity for training and evaluation in combat missions.

**Graphic 2** Components of an ARTEP Exercise

- performing unit
- OPFOR
- E/C team

**Graphic 3**



**Graphic 4** Role of T&E Outlines in ARTEP Exercise

- basis for: scenario  
E/C observation/evaluation  
OPFOR action
- represent critical combat missions

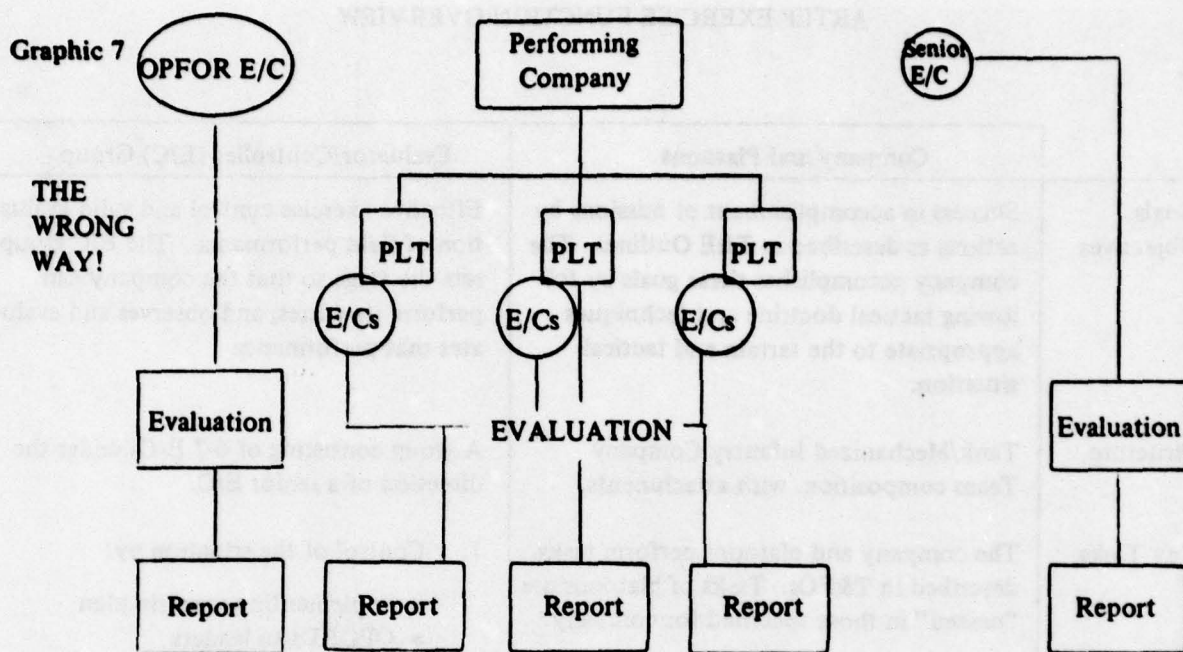
**Graphic 5** Role of E/C Team

ACTIVE in: planning/preparation  
control of performing unit  
coordination with OPFOR

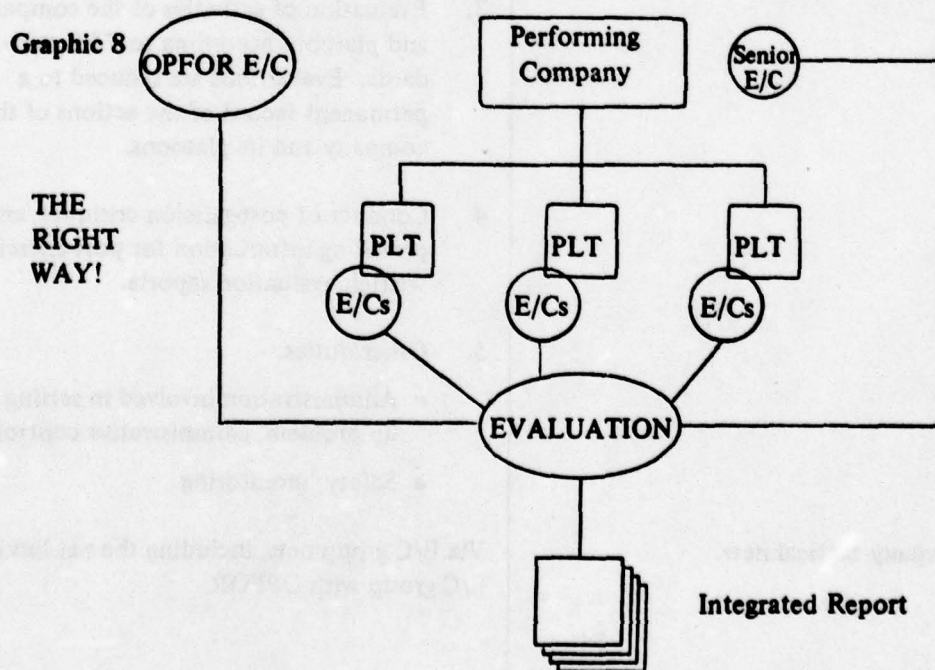
**Graphic 6** Needs for E/C Teamwork

- consolidated unit evaluation

Graphic 7



Graphic 8



## ARTEP EXERCISE FUNCTION OVERVIEW

	Company and Platoons	Evaluator/Controller (E/C) Group
<b>Goals, Objectives</b>	Success in accomplishment of missions by actions as described in T&E Outlines. The company accomplishes these goals by following tactical doctrine and techniques appropriate to the terrain and tactical situation.	Effective exercise control and valid evaluation of field performance. The E/C group sets the stage so that the company can perform its duties, and observes and evaluates that performance
<b>Structure</b>	Tank/Mechanized Infantry Company Team composition, with attachments.	A group consisting of 6-7 E/Cs under the direction of a senior E/C.
<b>Key Tasks</b>	<p>The company and platoons perform tasks described in T&amp;EOs. Tasks of platoons are "nested" in those specified for company.</p> <p>Members of the evaluated company are to participate in and learn from critique discussions.</p>	<ol style="list-style-type: none"> <li>Control of the situation by: <ul style="list-style-type: none"> <li>● implementing scenario plan</li> <li>● OPORDs to leaders</li> <li>● control of OPFOR</li> </ul> </li> <li>Simulation of two-sided contest by employment of OPFOR and use of tactical simulation procedures and devices.</li> <li>Evaluation of activities of the company and platoons according to T&amp;E standards. Evaluations are reduced to a permanent record of the actions of the company and its platoons.</li> <li>Conduct of post-mission critiques, and providing information for post-exercise written evaluation reports.</li> <li>Other duties: <ul style="list-style-type: none"> <li>● Administration involved in setting up problem, administrative control.</li> <li>● Safety, monitoring.</li> </ul> </li> </ol>
<b>Control, Coordination</b>	Via company tactical nets.	Via E/C group nets, including the net linking E/C group with OPFOR.



#### **Lesson Plan No. 4**

**Title:** Introduction to E/C's Duties

**References:**

**Equipment and**

**Instructional Aids:** VU-Graphs, projector

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture

- Objectives:**
- (1) List the 10 major duties of the evaluator,
  - (2) Discuss what comprises each activity.
  - (3) State the overriding principle present during E/C performance.

**Outline:** A. Ten major duties of E/Cs

- |                                 |                |
|---------------------------------|----------------|
| 1. Plan                         | 6. Simulate    |
| 2. Prepare/Coordinate           | 7. Observe     |
| 3. Rehearse                     | 8. Evaluate    |
| 4. Control                      | 9. Coordinates |
| 5. Communicates/<br>Coordinates | 10. Critiques  |

B. The overriding principle of evaluation

C. Synopsis of remainder of E/C training session

## **NARRATIVE**

### **Introduction to E/C's Duties**

The last two modules have provided the background philosophy that bears on the conduct of field exercises, and described the roles of the major actors. First, we stressed their central purpose—training and diagnosis—and described forms of feedback and characteristics of good feedback. Next, we discussed the roles of the evaluator team, OPFOR and the unit in training. We are now ready to move into a specific area of this training session—the duties of the E/C team. I think it is significant to mention that the person designated as the OPFOR E/C (name) is also attending this training session. As stated earlier, he is a member of the E/C team.

Earlier we discussed, but did not fully cover, all E/C functions and duties. We will see as we cover the ten major duties of an evaluator that your responsibilities are much greater than just evaluating the performing unit.

\*\*\* Graphic 1: "Duties" \*\*\*

\*\*\* Graphic 1: "Plan" \*\*\*

E/Cs, in order to do their job adequately, must plan such that they are aware of the missions that are to be evaluated, the way those missions will be presented in the exercise, the particular terrain to be used, and how the OPFOR will develop and probe the evaluated unit. Thus, an E/C must really plan for the conduct of the rest of his major duties.

\*\*\* Graphic 1: "Prepare" \*\*\*

Preparations anticipate the needs for coordination. The E/C must coordinate with other E/Cs, the OPFOR E/C, and the senior E/C to make sure he places himself so that he is in the best position to observe the action, and so that E/Cs as a team anticipate needs for communication so as to be able to control OPFOR, to rate coordination between elements of the unit in training, etc. All this must be done prior to ever setting foot on the terrain.

\*\*\* Graphic 1: "Rehearse" \*\*\*

An E/C rehearses the exercise, not once but twice; once during the sandtable or terrain board exercise and once during the terrain reconnaissance.

\*\*\* Graphic 1: "Control" \*\*\*

The scenario plan, including selection of terrain, mission orders, and play of OPFOR is designed to permit the unit in training an opportunity to perform its critical duties as described in the T&EO, and to perform them well or poorly. Evaluators must be ready to exercise controls to assure that the unit in training has this opportunity. Certain controls—i.e., mission briefings, and coordination with OPFOR—are exercised in every mission. Others will depend on the actions of the unit being evaluated. If the unit is wandering out of its lane, if safety practices are being violated, if the leader's implementation of his orders looks like it will produce muzzle-to-muzzle confrontations, then evaluators must intervene. It helps to preserve realism if these interventions take the form of questions or tactical orders—with the evaluator acting as leader of the next higher unit—rather than as administrative instructions. Finally, keep in mind that the purpose of the exercise is to provide units the opportunity to do well or to make mistakes. If a mistake will not endanger anyone, if it will not seriously interfere with the continued conduct of the exercise, let it happen. The planning of an exercise should permit leaders and men to exercise their tactical options; beyond these pre-planned controls, controllers should intervene only when required to. Controllers must take care *not* to usurp the freedoms of action that the planning of the exercise is designed to provide.

\*\*\* Graphic 1: "Communicates" \*\*\*

During the conduct of the exercise, the E/C is frequently communicating or monitoring communications. He establishes and maintains checkpoints with the senior E/C, and the OPFOR units. He monitors the tactical nets, such that he can anticipate the actions of the evaluated unit and adjust his actions and those of the OPFOR or senior E/C appropriately.

\*\*\* Graphic 1: "Simulate" \*\*\*



This is a very important role of an E/C. Your responsibilities will include the simulation of weapons signatures and effects for assumed OPFOR weapons and declaration of casualties and damage assessment. (Casualties may or may not be played; if played, the unit may be required to call for evacuation of casualties and recovery of vehicles. If REALTRAIN/SCOPES-type methods are used in the performance of the exercise, evaluators enforce rules of engagement.

\*\*\* Graphic 1: "Observe" \*\*\*

Now we are getting into the part about evaluation that most people know about. There are several tricks to it. Here, you observe leaders giving orders. You then position yourself to observe the unit going through its tactical maneuvers; you observe the supervision provided by the unit officers and NCOs, you position yourself to observe one-time events and also continuous action such as cover and concealment. You monitor orders/reporting, whether face-to-face or by tactical net.

\*\*\* Graphic 1: "Evaluates" \*\*\*

Finally, we're to the essence of your jobs. Here, you make determinations of satisfactory or unsatisfactory performance based on your observations and your communications with your cohorts. In order to do this, you must be able to anticipate the leader and unit actions that are most likely to occur next. You must know the criteria or considerations that apply in the evaluation of these actions. Here, the T/E Outlines can provide very useful reminders in calling attention to actions to be evaluated. But often, many things need to be considered in evaluating these actions. These things you should learn by reviewing the FMs, and from discussions during sandtable exercises and field reconnaissance. Further, T/EOs will often not anticipate *all* critical actions—both effective and ineffective—that may occur during an exercise. You should understand tactics well enough to take note of these, even if they are not mentioned in the T/EOs. The T/E Outlines should be used as reminders, not as a crutch.

\*\*\* Graphic 1: "Coordinate" \*\*\*

Once again, after the conduct of the mission, you coordinate with other E/Cs who you may have asked to observe elements of your unit during operations in dense terrain or when you were involved in simulation of weapon effects. The E/C with the OPFOR can help evaluate the unit's use of cover and concealment, selection of routes, implementation of fire and techniques, etc. This may be done via the radio or via an informal meeting prior to the performance of your last duties.

\*\*\* Graphic 1: "Critiques" \*\*\*

The proficient evaluator provides feedback to the evaluated unit members and leaders as to their performance, so that they can get maximum training learning benefits from the mission exercise that they have just performed. Critiques focus not only on what evaluated units did incorrectly, but on how they can correct their deficiencies and remedy their problems. Critiques will occur both on the ground, to give immediate feedback, and after the exercise, for a more complete review.

\*\*\* Graphic 2: "Training" \*\*\*

All of these duties contribute in one way or another to the overriding objective of training, which brings them all together. As we address each one of these duties, we will explain how it is related to training and what you as an E/C can do to insert training into these activities. The rest of this training session will be devoted to helping you accomplish mastering each one of the duties that we have just covered. To the extent possible, we will go through them step-by-step such that at the end all you will have to do is repeat the steps for a successful ARTEP exercise from the E/C standpoint. Some of the steps require the learning of some background principles and concepts before we actually get to the duty phase of the step. When we encounter places where this is true, we'll continue to give you reviews. Keep your eyes on the big picture, so you can see how what you were learning is related to the accomplishing of the duty at the end.

## GRAPHICS ANNEX

### Introduction to E/C Duties

#### Graphic 1 Major Duties of Evaluator/Controllers

- Plan
- Prepares and Coordinates
- Rehearse
- Controls
- Communicates and Coordinates
- Simulates
- Observes
- Evaluates
- Coordinates
- Critiques

#### Graphic 2 Overlay to place on Graphic 1:

TRAINING



**Lesson Plan No. 5**

**Title:** E/Cs Plan for Performing Unit Actions

**References:**

**Equipment and**

**Instructional Aids:** VU-Graphs, projector

**Personnel:**

**Type of Instruction:** Lecture, Practical Exercise

**Objectives:**

- (1) State the nine steps in planning for performing unit actions.
- (2) Briefly define the processes involved in each of the nine planning steps.
- (3) State how E/Cs are assigned to performing unit elements.

**Outline:** Steps in planning for performing unit actions:

- (1) Review scenario, OPORD, OPFOR plan, Sequence of Events (SOE), and T&EOs.\*
- (2) Determine company mission.
- (3) Analyze company commander's tactical alternatives.
- (4) Determine general platoon actions.
- (5) Assign E/Cs to platoons.
- (6) Determine specific platoon actions.
- (7) Study T&E Outlines.
- (8) Estimate how platoon actions relate to terrain and mission.
- (9) Record "player actions" in Sequence of Events.

\*The Sequence of Events (SOE) concept is taken from the 80th MTC's Training Circular.

## **NARRATIVE**

### **E/Cs Plan for Performing Unit Actions**

This module is the first that deals specifically with your duties as E/Cs. It covers the first duty of an E/C—planning. Specifically, you will be planning for the performing units actions. Your planning for the exercise will continue through most of the modules in the training session. For example, in the module you receive on simulations, you will plan what simulations you want to use and how you will use them as a part of that module.

In later modules, we will be giving pointers on how to observe the performing unit and evaluate it fairly. However, the work done in this and the remaining planning-type modules will determine how well you will be able to observe and evaluate unit performance. If you find yourself doing the coordinating on a catch-as-catch-can basis during the exercise, that should have been done during this block, you will not be an effective observer and evaluator. Let's move into the steps of planning for unit actions.

\*\*\* Graphic 1: "Steps in Planning" \*\*\*

\*\*\* Graphic 2: "Review Materials" \*\*\*

The first step is to review scenario, OPORDs, master sequence of events, the T&E Outlines and the OPFOR plan for your unit from the senior E/C. The senior E/C and his staff have already done quite a bit of work in putting the Evaluation Plan together. They've developed the scenario, the basic area of maneuvers, initial OPORDs, the general time frame in which the evaluations will take place, and a general sequence of events to guide the exercise. There is still a lot of work to be done, however. In formulating your evaluation plan for your unit, these are the documents that you will need.

The order you should review them and the types of information you can extract from each document are:

\*\*\* Graphic 2: "Scenario" \*\*\*

The scenario sets the stage for the exercise. Presented in tactical format, the scenario provides general information about the area of operation, US and OPFOR capabilities and status, the terrain, and general indications of what the performing units' missions may be. Reviewing the scenario helps you start thinking about the problem and seeing the problem as presented to the company commander.

\*\*\* Graphic 2: "Operations Order (OPORD)" \*\*\*

The OPORD takes general information from the scenario, and transforms it into specific tasks and guidelines for the company commander. It gives a specific indication of mission, terrain areas of responsibility, checkpoints, boundaries of the operation, and objectives, if applicable. The information in the OPORD and its overlay provides you with initial cues as to what the actions of the company commander and his units will be.

\*\*\* Graphic 2: "Opposing Force (OPFOR) Plan" \*\*\*

The OPFOR plan gives the size, composition, and locations of the OPFOR units; and instructions as to the desired intensity and duration of the planned engagements. *This information* is not provided to the performing unit commander, but is essential to E/Cs for planning and control purposes.

\*\*\* Graphic 2: "Sequence of Events (SOE)" \*\*\*

The SOE is the primary guidance document for the exercise. It relates time, locations, performing unit and OPFOR actions to the scenario and OPORD at the company level. It is also an administrative scheduling document. You will use the company SOE to plan for your coordination, observations and activity requirements. As a part of the training session, you will develop your own SOE for the platoons you will be evaluating. This SOE, when finished, will give you and others information as to expected performing unit actions, times and locations for communication, coordination, simulation and observation.

\*\*\* Graphic 2: "T&E Outline (T&EO)" \*\*\*



The T&EOs provide a general listing of the tasks and standards related to any particular mission. As we've said before, however, the T&EOs are necessarily general and should be used as a reminder. As E/Cs, you will have to take the general specifications of behaviors to be observed from the T&EOs and fit them to the actual situation and terrain of this exercise. To do so, you will need to use the company-level SOE to determine the sequence in which T&EO missions and behaviors will occur and thus generate requirements for communication and coordination between E/Cs.

\*\*\* Graphic 3: "Determine Company Mission" \*\*\*

The mission is available in the OPORD. With the company mission in hand, you must try to determine how the company commander will execute the mission and the resulting platoon requirements.

First, study the scenario, OPORD, map, and overlay and decide what the most likely courses of action are.

\*\*\* Graphic 4: "Analyze Tactical Alternatives" \*\*\*

Any tactical situation has alternatives. The trick is to decide which alternative will be used (which is difficult to do) or analyze the situation and develop observation strategies that can be used for different alternatives.

Let's look at an example from the company "How to Fight" manuals (FM 71- 1 ).

\*\*\* Graphic 4: "Alternative 1" \*\*\*

In this situation, a tank-heavy company team encounters an enemy force armed with antitank weapons. Using the fires of the lead platoon and all other available fires to suppress the enemy, the company team commander selects a route which will allow him to strike the enemy from a flank with a tank platoon and mechanized infantry platoon. The other tank platoon will be able to fire in support of the team (-) throughout most of the assault without being masked. Mortar and artillery fires suppress possible enemy overwatch

positions. The enemy is in a continuous crossfire from the advancing assault elements and from the supporting tank platoon. When the team reaches the enemy position, the infantry dismounts to clear the enemy positions from the flank.

\*\*\* Graphic 4: "Alternative 2" \*\*\*

In this case, the company team commander keeps his infantry mounted and moves through the enemy position using a combination of tank fire, small arms fire, and grenades from mounted infantry to destroy the enemy. A mounted assault must continue to the enemy position. If the assault is stopped in the open, the entire team may be destroyed. Reaching the far side of the enemy position, the company team commander dismounts the infantry and they clear back through enemy positions. The supporting tank platoon moves rapidly to join the company team (-) as soon as its fires are masked.

\*\*\* Graphic 4: "Alternative 3" \*\*\*

This situation is similar to those just described. In this instance, the company team commander decides that he should *not* close with the enemy. The maneuver element takes up good firing positions to the flank and rear of the enemy positions and proceeds to destroy the enemy by fire.

\*\*\* Graphic 4: "Alternative 4" \*\*\*

Perhaps the company commander will choose another portion of the terrain for maneuver. The supporting platoon continues to fire until its fires are masked, then joins in the assault as directed by the team commander. Infantry dismounts on enemy positions when it is necessary to rout out survivors.

The central point here is that any of these four alternatives could be chosen by the company commander. Obviously, we don't have the time to devise a separate evaluation plan for each alternative. Thus, the E/Cs job is to design the evaluation activities to be flexible enough so that the units can be evaluated.

\*\*\* Graphic 5: "All Alternatives" \*\*\*

Let's look again at the four alternatives, and look for common elements that will require evaluation across all alternatives.

**\*\*\* Graphic 6: "Determine Platoon Actions" \*\*\***

First, all plans use one element in overwatch with two elements moving. We would be fairly safe then to plan our evaluations and assign a set of evaluators to the overwatch element and the other four E/Cs to the two movement elements.

A second feature is that three alternatives use the same general routes to the objective. Thus, we can be fairly safe in assuming that this route will be the one taken, and concentrate our efforts on becoming most familiar with it so we can best accomplish our observation, and simulation activities.

Notice here that we do not assign E/Cs to a specific unit (1st platoon, etc.), but assign them to a unit that we estimate will have to act in an certain way (overwatch). Using this E/C assignment procedure allows for more detailed E/C planning.

**\*\*\* Graphic 7: "Assign E/Cs to Platoons" \*\*\***

Based on your analysis of alternatives, and the core evaluation requirements present in each alternative, you can make E/C assignments to units, based on the roles you anticipate that unit to play.

In doing this, you have accomplished three more steps in your planning process: analyze tactical alternatives, determine subunit actions, assign E/Cs to cover subunit actions.

**\*\*\* Graphic 8: "Determine Specific Platoon Actions" \*\*\***

The next step in plan development is to trace, with as much detail as possible, your unit through the actions they will be performing. In previous steps, you made general estimates of platoon activity based on the company commander's tactical alternatives. These general estimates should now be made more specific. What you should do here is to put yourself in the platoon leader's position and go through the same planning and execution steps that he must



go through. Naturally, these planning and execution steps vary with the mission he has been assigned. Thus, you can use the T&EOs for the missions the platoon leaders will be conducting.

**\*\*\* Graphic 9: "Study T&E Outlines" \*\*\***

Given the platoon leaders anticipated mission, study the T&E Outline for that mission to determine the actions that the unit must take to accomplish it. For example, in a movement to contact mission for a tank mechanized infantry platoon, you now look closely at the T&EO to determine that they must use proper traveling techniques, maximum use of terrain, suppressive fires, proper troop dismounting procedures, etc. Again, you must use your knowledge of tactics, doctrine and sandtable or map review to anticipate the commands of the company commander and the platoon leader.

**\*\*\* Graphic 10: "Estimate How Actions Unfold" \*\*\***

In short, you must estimate how those actions of the unit to which you are assigned will unfold over the terrain and the problem. Once you have made these estimates, it is time to record those in your own detailed sequence of events.

This description of what you do to anticipate actions of the performing unit and subunits explains what you will be doing in the upcoming practical exercise. Your product at the end of the exercise will be notes in the "Player Actions" row of your sequence of events.

**\*\*\* Graphic 11: "Sequence of Events" \*\*\***

When you have been through the entire set of training modules, you will have completely filled out your own sequence of events. This is the document that will guide you and the rest of the E/C team through the conduct of this exercise.

## **GRAPHICS ANNEX**

### **E/Cs Plan for Performing Unit Actions**

**Graphic 1**      **Steps in Planning for Unit Actions**

**Graphic 2**      **Review Senior E/C Materials**

- Scenario
- Operations Order (OPORD)
- Opposing Force (OPFOR) Plan
- Sequence of Events (SOE)
- T&E Outlines

**Graphic 3**      **Determine Company Mission**

**Graphic 4**      **Analyze Tactical Alternatives**

- Alternative 1
- Alternative 2
- Alternative 3
- Alternative 4

Use sketches (Enclosures 1-4, this Annex)

**Graphic 5**      **Note: Put all 4 sketches in view for discussion**

**Graphic 6**      **Determine Platoon Actions**

**Graphic 7**      **Assign E/Cs to Platoons**

**Graphic 8**      **Determine Specific Platoon Actions**

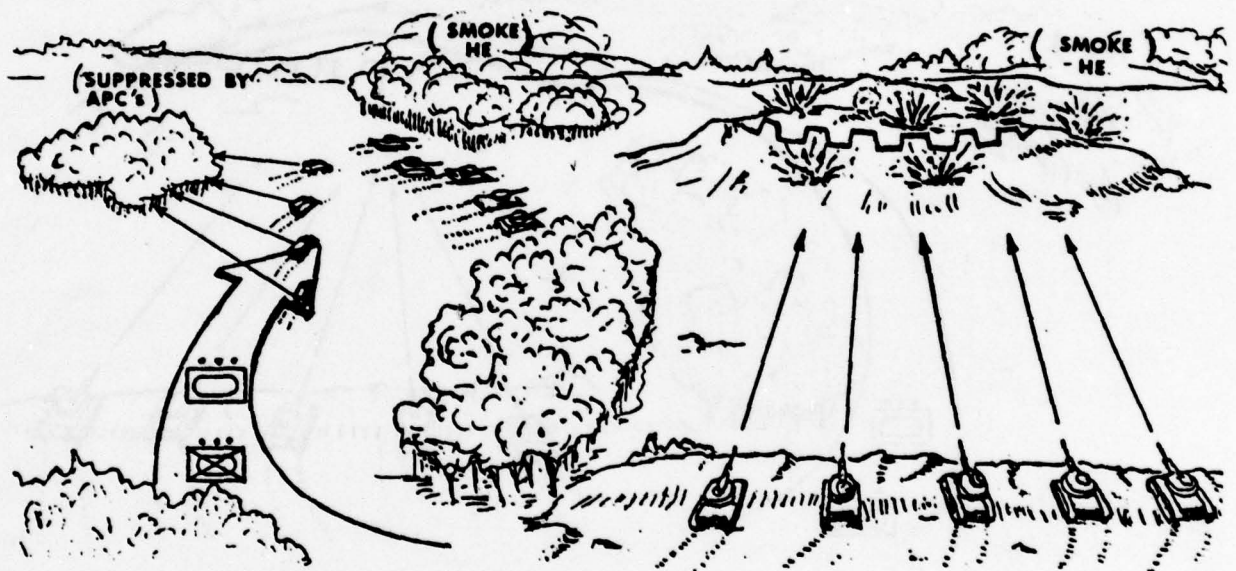
**Graphic 9**      **Study T&E Outlines**

**Graphic 10**      **Estimate How Actions Relate to Terrain and Mission**

**Graphic 11**      **Record "Player Actions" in Sequence of Events**

Graphics 4: Alternative 1

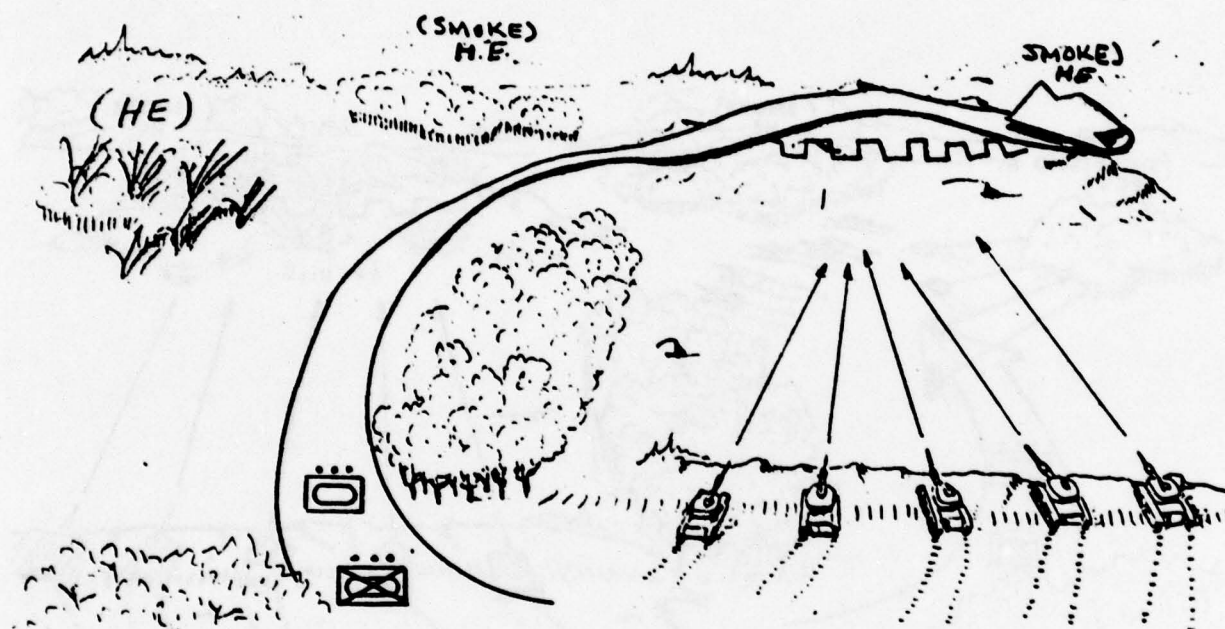
ALTERNATIVE 1



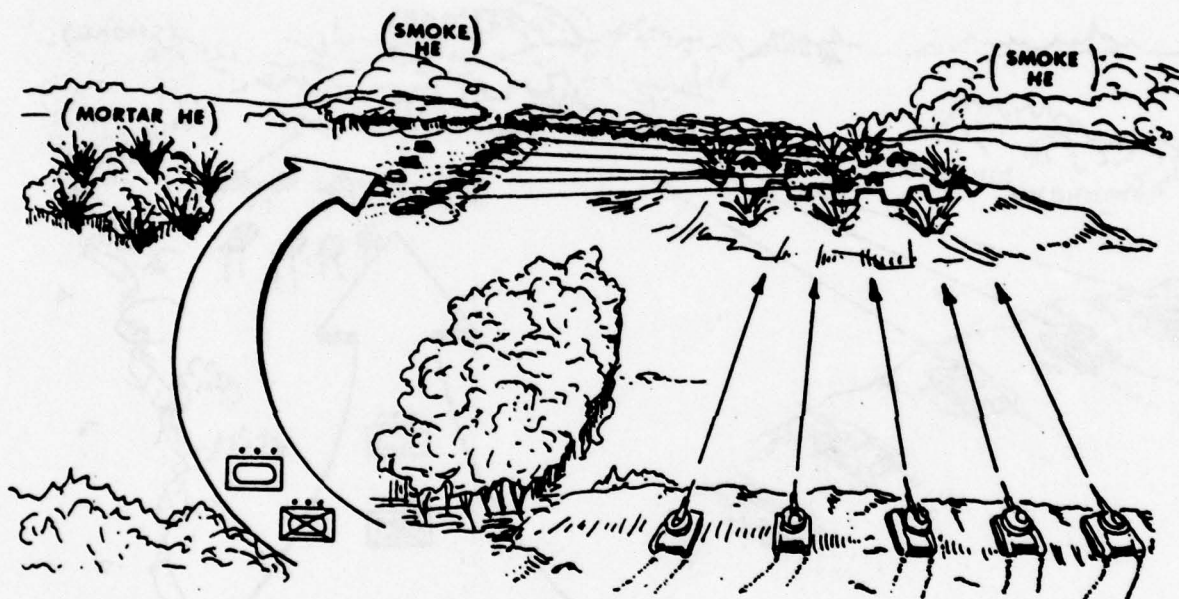
FM 71-1, *The Tank and Mechanized Infantry Company Team*, March 1976, pages 4-60 through 4-63.



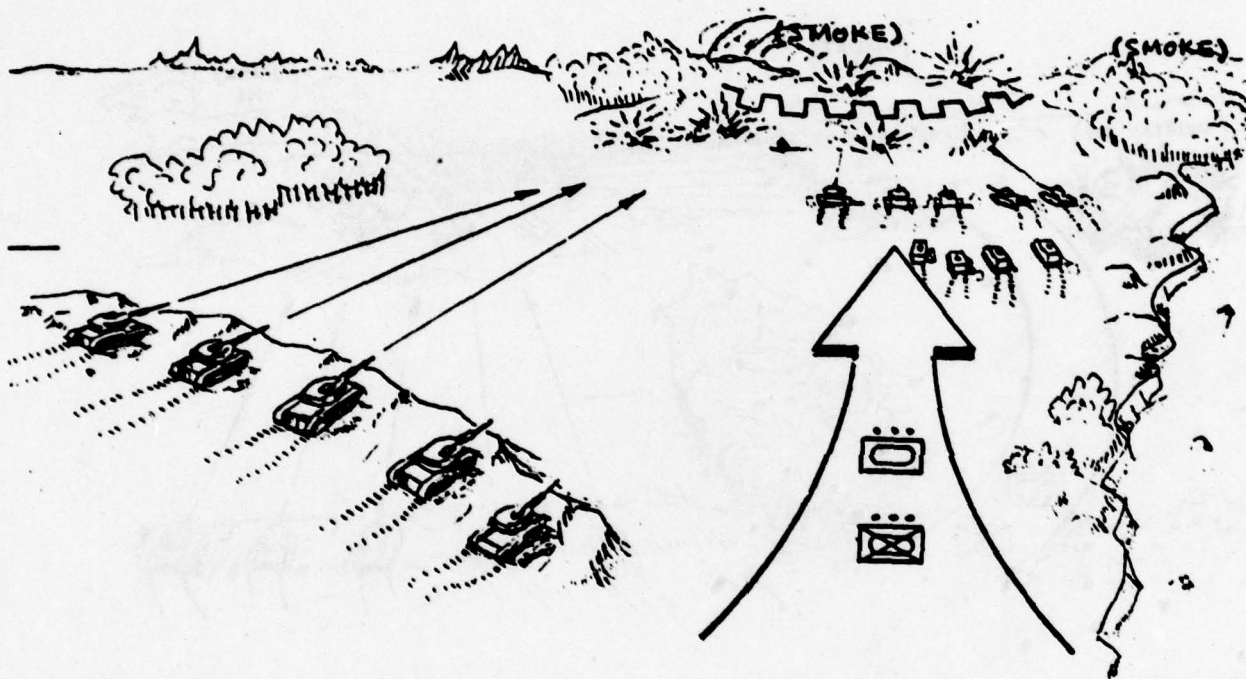
ALTERNATIVE 2



ALTERNATIVE 3



ALTERNATIVE 4





SEQUENCE OF EVENTS—Mission: Move to Contact Unit: A Co, 2/63 ARM Page 1 of 2

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0400	Garrison	CDR, A Co receives warning order.
Player Action	Notify PLT's begin planning, move to AA		
Control	Notify E/C teams of location for PLT warning order		
Simulation	N/A		
Observation	OBS CRD, A Co in planning		
Date:	Time:	Location:	Description:
	0600	AA 603902	CDR, A Company receives OPORD
Player Action	Planning, deliver OPORD to PLTS		
Control			
Simulation			
Observation	Observe commander plan, prepare, deliver mission order T&EO tasks Route, movement		

SEQUENCE OF EVENTS— Mission: Move to Contact Unit: A Co 2/63 ARM Page 2 of 2

**EVENT:**

<b>Date:</b> 27 Jul 79	<b>Time:</b> 0800	<b>Location:</b> 604902	<b>Description:</b> A Co crosses LD
<b>Player Action</b>	Move in company, PLT bounding OVRWTCH to OBJ yellow		
<b>Control</b>	Check with PLT EC's for PLT departure		
<b>Simulation</b>			
<b>Observation</b>			
<b>Date:</b>	<b>Time:</b> 0820	<b>Location:</b> 603905	<b>Description:</b> LD elements come under fire. RE: OPFOR Plan No. 1
<b>Player Action</b>	CO requests infor about size, disposition, and actions of OPFOR		
<b>Control</b>	Lead PLT back on route?		
<b>Simulation</b>	N/A		
<b>Observation</b>	CO request information about OPFOR? CO pass intelligence to BN? CO check on casualties, equipment losses? CO inform other PLTs of OPFOR activity		

SEQUENCE OF EVENTS—Mission: Movement to Contact Unit: 1 Plt A Co 2/63 Page 1 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0500		PLT Ldr receives wrong ORD
Player Action			
Control	Deliver warning order to PL		
Simulation			
Observation	Observe PL/PS preparation for OPORD		
Date:	Time:	Location:	Description:
27 Jul 79	0700	AA	PL receives OPORD
Player Action			
Control	Deliver OPORD After PL delivers his OPORD assign asst E/C to a 2-track section		
Simulation	Remind Asst E/C to be prepared to simulate and to monitor control net.		
Observation	Observe PL preparation and complete T/EO 6-13-A.a Delivery of OPORD		



SEQUENCE OF EVENTS—Mission: Move to Contact Unit: 1 Plt. A Co Page 2 of 3

**EVENT:**

<b>Date:</b> 27 Jul 79	<b>Time:</b> 0800	<b>Location:</b> VIC 604903	<b>Description:</b> PLT crosses LD
<b>Player Action</b>	PLT moves out in traveling overwatch		
<b>Control</b>	Verify location and azimuth of movement at LD—inform OPFOR E/C		
<b>Simulation</b>			
<b>Observation</b>	Observe formation—check with _____ (OPFOR E/C call sign) on cover (Concealment)		
<b>Date:</b> 27 Jul 79	<b>Time:</b> 0810	<b>Location:</b> VIC 603904	<b>Description:</b> PLT moves on route
<b>Player Action</b>			
<b>Control</b>	Verify axis of advance—inform senior E/C if azimuth will cause ambush to be missed. Advise OPFOR E/C of lead vehicle is within 200 meters of engagement site		
<b>Simulation</b>	Remind Asst/OPFOR E/Cs to be prepared to simulate in upcoming engagement. Have OPFOR E/C advise when visual contact is made and engagement is imminent		
<b>Observation</b>	Observe use of overwatch—should be trvling overwatch note on T&EO 6-13-A.b - Check with Asst E/C on disposition of overwatch element - Check OPFOR E/C for exposure—T&EO 6-13-A.c - Note aggressiveness, momentum of movement on T&OE 6-13-A.c		

SEQUENCE OF EVENTS— Mission: Move to Contact Unit: 1 Plt, A Co 2/63 Page 3 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0820	603905	PLT receives AT fire
Player Action	PLT returns fire, reports to CO		
Control	Advise OPFOR to withdraw after 30 seconds of engagement—light resistance only. Have OPFOR advise when in position for next engagement.		
Simulation	Throw simulators for hits as advised by OPFOR E/C		
Observation	Observe PLT's reaction to first signature simulator PLT should remain mounted and suppress site of signature burst. Complete T&EO 6-13-A.g.1 Monitor PLT net—Note reports to PL—record under 6-13-B.a. If PL fails to report to CO—note under 6-13-B.a		
Date:	Time:	Location:	Description:
27 Jul 79	0825	207401	PLT resumes movement
Player Action			
Control	Advise OPFOR when PLT moves out again—verify direction and advise senior E/C/OPFOR as required		
Simulation			
Observation	Obtain OPFOR assessment of engagement—note as appropriate on T&EO. Observe overwatch technique—should be bounding now.		

**Lesson Plan No. 6**

**Title:** E/Cs Plan for Performing Unit Actions (Practical Exercise)

**References:**

**Equipment and**

**Instructional Aids:** Exercise scenario, OPFOR plan, T&E Outlines, senior E/C sequence of events, OPORDs and map overlays, maps of exercise area, blank E/C sequence of event forms, blackboard, chalk.

**Personnel:** 1 Instructor, senior E/C

**Type of Instruction:** Practical Exercise

**Objective:** Given a scenario, OPFOR plan, missions to be evaluated, T&E Outlines for missions, and senior E/C sequence of events:

- (1) use the nine steps in planning for performing unit actions, and
- (2) fill out the "Player Actions" row in the sequence of events.

**Instructor**

**Activities:**

- (1) **Distribute Materials:** If reformatted T&E Outlines are used, explain to E/Cs that they have the same information as the regular ARTEP T&EOs, but are arranged to provide for more specific observations and ratings on the standards items and provide more room for notes and general comments.
- (2) Proceed with steps one—nine of planning for performing unit actions. Use a group discussion mode to let the E/C team anticipate the actions of the performing unit commander and his resultant tactical OPORDs. Encourage the use of the maps of the exercise area to keep the discussion exercise specific. Keep discussion from wandering to long discourses about advantages and disadvantages of different tactical maneuvers. Facilitate equal participation from all E/C team members. In addition to the actual work the E/Cs do during this practical exercise, they should begin to start thinking as a team. Once they have split into their unit assignments, monitor their work to insure there is enough specificity in the planning so they can recognize coordination, control, commo, and simulation requirements in later exercises. After all E/Cs have filled out their respective SOEs, go over them as a group using the execution of the parent unit mission as a guide.



## **Lesson Plan No. 7**

**Title:** Methods of Control

**References:**

**Equipment/Materials**

**Training Aids:** VU-Graph, sandtable, or map, senior E/C sequence of events, exercise OPORDs and map overlay, E/C sequence of events.

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture/Practical Exercise

**Objectives:** Define control.

State why control is necessary.

State four control measures included in the scenario.

State three ways an E/C can assert control.

Given the exercise scenario, OPFOR plan, senior E/C sequence of events and OPORDs, develop a control plan that includes:

- control measures built into the scenario
- control measures initiated by E/Cs

**Outline:** A. Control

1. What is control?
2. Why is control necessary?

B. Knowing the control measures that are built into the scenario:

1. OPORDs
  - a. establish mission
  - b. establish boundaries
  - c. establish check/control points
  - d. establish intermediate/final objectives

C. Asserting control as an E/C by:

1. Role playing as the next higher echelon of command
  - a. transmitting oral orders
  - b. requesting reports
2. Controlling the OPFOR
  - a. planned engagements
  - b. contingent engagements
3. Simulating for control purposes
  - a. casualty
  - b. damage
  - c. on-line/special plan

**D. Practical Exercise: Using sequence of events, fill in control row**

1. Identify built-in controls, list in control row
2. Identify potential control problems
3. Identify possible solutions using the control methods discussed above
4. Annotate control row with contingent solutions

**Practical Exercise:** During the practical exercise, the E/Cs should fill in the control row of their E/C sequence of events as preparation for the actual exercise. E/Cs should be broken into groups according to the units they have been assigned to evaluate. Trainers should circulate among groups during exercise to answer questions and insure enough detail is present in control row to facilitate E/C actions during the exercise. Use sample annotated SOE as standard for specificity.

## **NARRATIVE**

### **Methods of Control**

#### **Introduction**

This module focuses on control. It tells why controls are necessary, what controls are built into the scenario by the exercise planners, what further actions you can take to keep the exercise under control, and how needs for control can be anticipated and planned for. By the end of this instruction, you should know the ways in which you can control the exercise, and have a plan for doing so.

Effective control gives the unit in training a chance to perform its common and critical mission tasks, under realistic conditions. There are two forms of control: tactical and administrative. Tactical control is implemented by mission orders and play of OPFOR and in other ways we will take up later. Control under non-tactical conditions is called administrative control. Administrative control may be used to stop the problem for critiques, or safety purposes, or when tactical controls have failed. Where there is a choice between the two forms of control, tactical control is preferred; unlike administrative control, it does not detract from tactical realism. Controls are anticipated in the planning of the problem and built into the scenario. It is up to E/Cs to implement these controls. But no scenario can anticipate all occasions which may call for control. E/Cs must anticipate these. However, while exercising control, evaluators must always keep in mind that they must not guide or usurp the decisions and prerogatives of leaders of the unit in training.

As a starting point for a control plan, you'll have the exercise scenario, the OPFOR plan, the Sequence of Events (SOE), and the OPORDs for the performing unit. Your final control plan will be a set of annotations in the control column of your SOE.

Let's take a look at what control is and how it can be achieved.

\*\*\* Graphic 1: "What is Control?" \*\*\*



Control means making sure that the tactical scenario unfolds to the performing unit as planned. The scenario is simply a sequence of missions, each presenting a tactical situation. Within each mission are tasks to be performed by the unit in training. These missions and tasks embody the skills that the unit needs to succeed in combat. These are the skills that we want to evaluate. So, if the scenario sequence of events occurs as planned, the unit will be given an opportunity to demonstrate its skills as it would in combat.

\*\*\* Graphic 2: "Why Control?" \*\*\*

What all this boils down to is that it is crucial for tactical realism, valid evaluation, and effective training that the scenario occur as planned. Control helps to ensure that it does happen as planned. As an E/C, you need to know what control measures are built into the scenario and what control measures you must carry out yourself.

\*\*\* Graphic 3: "OPORDs" \*\*\*

Built-in control measures are contained in the OPORDs, FRAGOs and other instructions prepared by the exercise designers for each mission. Let's look at an example:

OPORDs, FRAGOs and messages establish four things:

- (1) the mission
- (2) the boundaries your unit is to operate within
- (3) the checkpoints
- (4) intermediate and final objectives

\*\*\* Graphic 4: "Exercise OPORD" \*\*\*

Looking at the map on the right of this slide, you can see the way in which each of these is established by the sample OPORD on the left.

The "situation" paragraph and/or intelligence estimate lays out the general tactical conditions under which the mission must be performed. Terrain, weather and OPFOR disposition, to the extent it is known, are specified here. The "situation" paragraph also describes the mission of higher echelons and adjacent units.

The "mission" paragraph specifies what the performing unit is to do, when it is to do it, and where it is to do it. In this way, it specifies the unit's mission, its objectives, and the time frame in which it must operate.

The "execution" paragraph and its operational overlays specify how the unit is to execute its mission. Routes, phase lines, checkpoints, boundaries and intermediate objectives are specified here.

These are the basics. During the exercise, several control problems may crop up. Here are actions you can take that will help solve them.

\*\*\* Graphic 5: "Assert Control—Role Playing" \*\*\*

First, the senior E/C acts as leader of the unit at the next higher level of command. He gives the OPORD. During the exercise, he can give additional oral orders, and may request reports. For example, if the unit is moving in such a way that they may miss a planned encounter with the OPFOR, the senior E/C, as the next higher commander, orders a change in the unit's axis of advance. If the unit is moving too slowly, the senior E/C may order the unit commander to be at a particular location by a particular time. And so on.

Of course, if you are an E/C with a subunit, you cannot play this role without interfering with the unit's chain of command. Rather, you inform the senior E/C if anything is occurring which needs his attention. Then, *he* can enter the problem as a higher commander in order to get the unit back on track. Many of the requirements and problems of communications between evaluators can be anticipated by listening to leaders give their mission briefing, but you must be alert to problems that develop during execution.

Many times, deviations from the plan result from a lack of performing unit proficiency (e.g., missing the OPFOR because of poor land navigation, etc.). You may wonder if interfering like this doesn't detract from realism since in combat the performing unit won't have an E/C who knows where they should be going to tell them. The thing you have to keep in mind, though, is that the ultimate objective of the exercise is to provide as much training as possible to the unit.

Very little training is accomplished if the unit gets lost and does not encounter the tactical situation built into the scenario. So, the best thing is to let the performers know, in some realistic way, that they are doing something wrong and get them back on track. After the mission, you can provide them details on their mistakes during the critique.

\*\*\* Graphic 5: "Adjust OPFOR" \*\*\*

A second method you use to achieve on-line control is controlling the OPFOR. In controlling the OPFOR, you are ensuring not only that engagements occur as planned, but also that they are of the intensity and duration planned. OPFOR control begins with the OPFOR plan. During this training session, before the exercise, you can help control by setting up communication times, locations and procedures with the OPFOR E/C. We will rehearse these activities during the practical exercise and the terrain reconnaissance. During the exercise, you simply execute the plan you and the OPFOR E/C have developed and control the OPFOR through radio communications.

Prior to contact, you must keep the OPFOR informed of the position of the performing unit and alert the OPFOR when contact is imminent. If the unit being trained selects routes that would bypass the OPFOR position, instead of changing its axis of advance, you may wish to move the OPFOR. In each situation, you must decide if moving the OPFOR can be done without causing problems later in the exercise.

You also control the OPFOR to make certain that they do not become entangled with the performing unit. Radio control of the OPFOR during engagements consists primarily of letting the OPFOR know when to disengage and withdraw to the next engagement site. In doing so, you make sure that the engagement is of the intensity and duration intended.

Here again, if you are an E/C with a subunit, you should not attempt to control the OPFOR directly. Rather, you should inform the senior E/C of your situation and let him take the appropriate action. This procedure is necessary in order to avoid having the OPFOR receiving conflicting orders from several different sources.

A third method of controlling is using tactical simulation of weapon effects.



\*\*\* Graphic 5: "Simulating" \*\*\*

Lesson 9 will describe the simulation system that will be used in this exercise. But we'll talk about the purposes of control simulation here. Tactical realism is lost if the friendly unit and OPFOR get tangled up. Then, an administrative break must be declared to separate units and continue the training. Simulation of weapons effects and assessing casualties can be used to slow down or stop the performing unit. The OPFOR then has time to change positions. As we have said earlier, muzzle-to-muzzle confrontations can usually be avoided by listening to the plan of maneuver of the leader of the unit in training. Those of you who will be OPFOR E/Cs should be on the lookout for this, since you will be in a position to detect and avoid it.

An example of such a problem occurred in an armor exercise. The performing unit had been in a movement to contact and ignited smoke pots to conceal their deployment for a hasty attack. The OPFOR (a cavalry platoon) was not quite ready as the performers started to emerge from the smoke. As a result, OPFOR elements found themselves trying to withdraw while elements in training approached to within 10-15 meters. This highly unrealistic situation could have been avoided if the OPFOR E/C had simulated some fire on the performing unit. This, along with declaration of casualties by the evaluator(s), could have allowed the OPFOR time to withdraw. As E/Cs, you should be anticipating this type of situation, so that you will be in position to avoid it.

Now that we've talked about control, we'll have a practical exercise in planning for control. We have a sandtable/map with the terrain for this exercise laid out. What we're going to do is walk through the Sequence of Events for each of your missions, identify potential control problems, and develop a control plan.

The SOE has a row labelled "Control." Your control plan will consist of notes in this column that describe the control activities you plan to take should a control problem arise during that event. These notes can describe communications plans (who, his callsign, etc.), simulation plans, or role playing plans.

Remember that you are trying to anticipate problems that seem likely to occur and then plan a course of action to: (a) avoid these problems, or (b) deal with them if they do occur. The actions you plan will fall under one or more of the control methods that we have just discussed.

## GRAPHICS ANNEX: Methods of Control

**Graphic 1**      **What is Control?** Control means making sure the scenario unfolds as planned.

**Graphic 2**      **Why Control?** realism, valid evaluation, effective training

**Graphic 3**      **OPORDs establish:**

- mission
- boundaries
- checkpoints
- objectives

**Graphic 4**      **Color-coded exercise OPORD**      **Map overlay with color-coded:**

- boundaries
- checkpoints
- objectives

} mission statement

**Graphic 5**      **You can assert control by:**

- role playing
- adjusting OPFOR
- simulating

**Graphic 6**      **A Sample Annotated SOE**

SEQUENCE OF EVENTS— Mission: Movement to Contact Unit: 1 Plt A Co 2/63 Page 1 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0500		PLT Ldr receives warning order
Player Action			
Control	Deliver warning order to PL		
Simulation			
Observation	Observe PL/PS preparation for OPORD		
Date:	Time:	Location:	Description:
27 Jul 79	0700	AA	PL receives OPORD
Player Action			
Control	Deliver OPORD After PL delivers his OPORD assign asst E/C to a 2-track section		
Simulation	Remind Asst E/C to be prepared to simulate and to monitor control net.		
Observation	Observe PL preparation and complete T/EO 6-13-A.a Delivery of OPORD		



SEQUENCE OF EVENTS—Mission: Move to Contact Unit: 1 Plt. A Co Page 2 of 3

EVENT:

Date: 27 Jul 79	Time: 0800	Location: VIC 604903	Description: PLT crosses LD
Player Action	PLT moves out in traveling overwatch		
Control	Verify location and azimuth of movement at LD—inform OPFOR E/C		
Simulation			
Observation	Observe formation—check with _____ (OPFOR E/C call sign) on cover (Concealment)		
Date: 27 Jul 79	Time: 0810	Location: VIC 603904	Description: PLT moves on route
Player Action			
Control	Verify axis of advance—inform senior E/C if azimuth will cause ambush to be missed. Advise OPFOR E/C of lead vehicle is within 200 meters of engagement site		
Simulation	Remind Asst/OPFOR E/Cs to be prepared to simulate in upcoming engagement. Have OPFOR E/C advise when visual contact is made and engagement is imminent		
Observation	Observe use of overwatch—should be trying overwatch note on T&EO 6-13-A.b - Check with Asst E/C on disposition of overwatch element - Check OPFOR E/C for exposure—T&EO 6-13-A.c - Note aggressiveness, momentum of movement on T&OE 6-13-A.c		

SEQUENCE OF EVENTS— Mission: Move to Contact Unit: 1 Plt, A Co 2/63 Page 3 of 3

**EVENT:**

<b>Date:</b> 27 Jul 79	<b>Time:</b> 0820	<b>Location:</b> 603905	<b>Description:</b> PLT receives AT fire
<b>Player Action</b>	PLT returns fire, reports to CO		
<b>Control</b>	Advise OPFOR to withdraw after 30 seconds of engagement—light resistance only. Have OPFOR advise when in position for next engagement.		
<b>Simulation</b>	Throw simulators for hits as advised by OPFOR E/C		
<b>Observation</b>	Observe PLT's reaction to first signature simulator PLT should remain mounted and suppress site of signature burst. Complete T&EO 6-13-A.g.1 Monitor PLT net—Note reports to PL—record under 6-13-B.a. If PL fails to report to CO—note under 6-13-B.a		
<b>Date:</b> 27 Jul 79	<b>Time:</b> 0825	<b>Location:</b> 207401	<b>Description:</b> PLT resumes movement
<b>Player Action</b>			
<b>Control</b>	Advise OPFOR when PLT moves out again—verify direction and advise senior E/C/OPFOR as required		
<b>Simulation</b>			
<b>Observation</b>	Obtain OPFOR assessment of engagement—note as appropriate on T&EO. Observe overwatch technique—should be bounding now.		

## **Lesson Plan No. 8**

**Title:** E/C Communications: Radio Nets and Procedures

**References:**

**Study Assignment:**

**Equipment/Materials/**

**Training Aids:** VU-Graph

**Personnel:** 1 Instructor (O-3)

**Type of Instruction:** Lecture/Practical Exercise

**Objective:** Given an Evaluation Plan and E/C group organization, E/Cs know what nets they are on, and their roles on the communications nets in control simulation.

**Graphics 1**

**A. Introduction**

**B. The Communication Plan**

**1. Platoon E/Cs**

- a. Nets
- b. Roles

**2. Senior E/C**

- a. Nets
- b. Roles

**3. OPFOR E/C**

- a. Nets
- b. Roles

**4. OPFOR E/C's role in simulation system commo**



## NARRATIVE

Proper use of control and tactical nets permits E/Cs to control the problem and to evaluate performance of the unit and its leaders. We won't get into radio procedure. Rather, we will look at the nets as they will be set up for this exercise. In the BOIs on simulation and evaluation, we'll get into the details of how you use them.

This is the communications plan for this exercise.

\*\*\* Show Graphics 1 \*\*\*

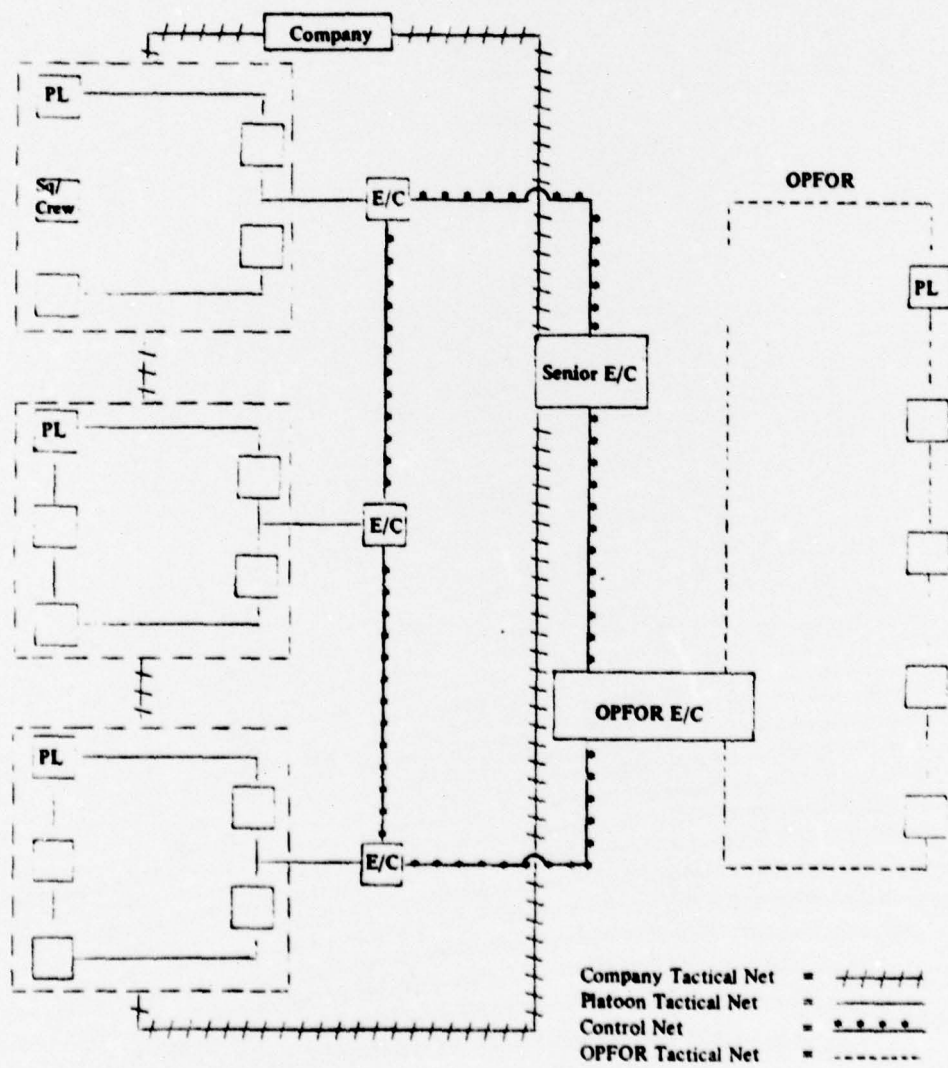
As you can see, there are three nets: the tactical net; the control net; and the OPFOR net. Platoon-level E/Cs are equipped to monitor platoon tactical nets and to communicate on the control net. The senior E/C is equipped to monitor the company tactical net, the control net and (optionally) the OPFOR net. The OPFOR E/C operates on the OPFOR net and the control net.

Those of you who are platoon E/Cs will use your tactical net frequency strictly for monitoring. You can listen to the platoon leader's orders and the reports of TCS/SLS. You can also evaluate the platoon's radio procedure and COMSEC. You will use the control net to report the positions of your platoons to the senior E/C and to coordinate with other E/Cs, including the OPFOR E/C, on observations of performance and on control of engagements.

The senior E/C will monitor the company tactical net and the control net. The company tactical net is monitored to evaluate communications, and to anticipate any problems of control. You must not *transmit* on the tactical push. You will use the control net to inform your subordinate E/Cs of the company commander's plans and orders. In this way, you can alert them to his plan and to help all E/Cs select the best positions for observation and to plan coordinated observations with other E/Cs.

The OPFOR E/C will be on the OPFOR tactical net and the control net. The OPFOR E/C will use the control net to transmit his observations to E/Cs working from communications from E/Cs, he will also play a critical role in the simulation/control system. This system is described in detail in the module on simulation.

# GRAPHICS 1





## **Lesson Plan No. 9**

**Title:** Simulation for Control and Evaluation

**References:**

**Equipment and  
Instructional Aids:** VU-Graphs and projector

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture/Practical Exercise

- Objectives:**
- (1) State the three purposes for simulation.
  - (2) Briefly describe three methods of simulation and how to implement them in the exercise.
  - (3) Given the sequence of events, scenario, rules of engagement, OPFOR plan, and unit assignments, make necessary plans and coordinations for simulation, and annotate plans in unit sequence of events.

- Outline:**
- A. Introduction
  - B. Purposes of Simulation
    1. Create realism
    2. Provide control
    3. Evaluate casualty/damage procedures
  - C. Methods of Simulation
    1. Pyrotechnics
    2. Engagement Control Rules
    3. Casualty/damage assessment
  - D. Practical Exercise
    1. Instructions: E/C trainees should have all materials listed in Objective 3 plus maps and overlays. If Engagement Control Rules are well-defined, annotation in the SOE simulation row should be restricted to possible actions in unexpected encounters. OPFOR E/C and senior E/C may want to note times and locations of expected encounters, so that they can use the E/C net to remind people of upcoming engagements.
    2. A second part of the practical exercise will be the review and rehearsal of the Engagement Control Rules. If the senior E/C and ARTEP committee develop their own rules, it will be inserted into the practical exercise at this point. Recommended instructor and E/C trainee activities for the HSR example rules are included as part of the Engagement Control Rules Annex.

## **NARRATIVE**

### **Simulation for Control and Evaluation**

This module discusses what simulation of weapon effects contributes to a field exercise and how you go about performing realistic simulations. At the end of this instruction, you should be able to describe the Engagement Control Rules (ECR) so that performing units can understand them. You should also be able to recognize situations in which units may become entangled, and know how to use simulation as a control measure. You will also have analyzed the scenario, OPFOR plan, and T&E Outlines for simulation requirements, and added these to your sequence of events.

Simulation can serve three purposes. We'll look at them individually, but you should remember that in the field, all are interrelated.

\*\*\* Graphic 1: "Purposes" \*\*\*

\*\*\* Graphic 1: "Realism" \*\*\*

One purpose of simulation is to help produce combat realism. The exercise scenario, OPORDs, equipment and OPFOR have been designed to provide realism. Part of your job is to use simulation to make the exercise more realistic. But simulation, and realism is more than a bang and a puff of smoke. The simulation (e.g., the smoke and noise) must have a definite meaning to the performing unit. It must indicate to the performers the source and type of fire being delivered. Performers, then, have realistic events to react to.

\*\*\* Graphic 1: "Control" \*\*\*

The second purpose of simulation is control. Unit movement and encounters between the OPFOR and the evaluated unit can be controlled by simulating weapons effects. Realism can be enhanced to the extent that simulations become realistic instead of administrative.

**\*\*\* Graphic 1: "Casualty/Damage" \*\*\***

The third purpose of simulation is to evaluate unit first aid and casualty/damage evacuation procedures. Simulations for this purpose involve informing the leader that he has sustained some type of casualty or damage, and observing his actions to deal with the situation.

These are three main purposes of simulation. We will now discuss ways to use simulations to meet these purposes.

**\*\*\* Graphic 2: "Methods of Simulation" \*\*\***

**\*\*\* Graphic 2: "Pyrotechnics" \*\*\***

Pyrotechnics (blanks, grenade and artillery simulators, smoke and mine simulators) help to create the sights and sounds of battle. However, they must be used wisely or they lose all meaning. You can enhance realism with pyrotechnics by using these guidelines.

**\*\*\* Graphic 2: "Use Correct Device" \*\*\***

Use the correct device for the correct effect. The correct use of blanks is understood. Artillery simulators should only be used to simulate indirect fire and hits from OPFOR direct fire weapons. Heavy direct fire weapons signatures should be simulated with Hoffman Devices, if available. Grenade simulators can also be used for direct fire weapons signature simulation. Do not use colored smoke to simulate direct fire weapons.

**\*\*\* Graphic 2: "Use Correct Quantity" \*\*\***

Use simulators in the proper quantity, e.g., using one artillery simulator to signal a heavy artillery barrage is not very meaningful. Check out the quantity of simulators you have available. Plan for each encounter, what simulators you will need, and when and where to use them. These plans will be annotated later in your SOEs for each event.



\*\*\* Graphic 2: "Coordinate" \*\*\*

Coordinate use with the OPFOR. For example, if part of the scenario calls for OPFOR to engage a moving unit, the OPFOR E/C is checked out as to when during the mission and on about what ground the simulation is to occur.

\*\*\* Graphic 2: "Engagement Control Rules" \*\*\*

You can use simulation to control unit movement and engagements with the OPFOR. Using pyrotechnics offers a more realistic control than having to stop engagements administratively. For example, a unit that is moving too fast can be "slowed down" by throwing in an unplanned artillery or air attack. This is more realistic than telling them to stop and wait, and also provides an additional chance for observation of their performance.

Specific rules can be used to control engagements between the unit and the OPFOR, to avoid getting them tangled up and having to administratively stop the problem until they get separated. Pyrotechnics can be used as signals of weapons effects when using Engagement Control Rules (ECR). When implemented correctly, ECR can add both good control and realism to an exercise.

(NOTE: ECR, if developed by the senior E/C and ARTEP committee, are inserted for discussion here. An example set of ECR, developed by HSR, is included as a separate annex to this lesson plan.)

\*\*\* Graphic 2: "Casualty/Damage" \*\*\*

Casualty and damage assessments can and should be planned for in the evaluation. Casualties are a natural result of encounters and should be played during them. You can use spot casualty/damage assessments as teaching points in the exercise. If individuals or unit elements fail to use cover and concealment, you can arrange for an OPFOR encounter and declare casualties.

For evaluation purposes, casualty assessments serve the following ends:

- to determine whether and how well the unit can treat casualties, and/or start evacuation procedures; or
- to determine how well the unit or subunits can carry on in the absence of their leaders.

One problem of declaring casualties is that trainee casualties receive no training while in casualty status. Do not practice evacuation procedures unless elements with this responsibility are present.

Casualties to direct fire weapons should only be declared when men/vehicles expose themselves to OPFOR fire. Incoming artillery and casualties may be simulated at any time. One practice is to allow the unit leader to give his mission orders, and when sub-unit leaders have returned to their units, simulate artillery fire and declare the leader a casualty. In any case, do not overdo casualty assessments so that there are so few troops/vehicles left that the conduct of the mission deteriorates.

The success of simulations and their value to the exercise depends on how well all exercise participants, performers, OPFOR and E/Cs understand and use them. In the upcoming practical exercise, you will plan for the simulations you wish to use, make the necessary coordinations, and annotate the "Simulations" row of your sequence of events.

## **GRAPHICS ANNEX**

### **Simulation for Control and Evaluation**

#### **Graphic 1 Purposes of Simulation**

1. Create realism
2. Control
3. Evaluate casualty/damage procedures

#### **Graphic 2 Methods of Simulation**

1. Pyrotechnics
  - device and effect
  - proper quantity
  - coordinate
2. Engagement Control Rules (ECR)
3. Casualty/damage assessment

**NOTE:** Graphics for the ECR to be used will be supplied by unit.



## ENGAGEMENT CONTROL RULES ANNEX

This annex describes an optional set of Engagement Control Rules (ECR) developed by HSR. If you decide to adopt these rules for this exercise, you should insert the following into the narrative at paragraph 3 on page 101.

These ECR describe a method for realistically assessing casualties and damage for both control and simulation purposes. This system assumes that there will be two E/Cs assigned to each platoon being evaluated, that the communications plan described in the previous module has been adopted, and that all performing unit vehicles are equipped with REALTRAIN-type numbers. You will notice that the rules described here do not attempt to be a full engagement simulation system; in other words, they do not attempt to simulate engagements between individuals or to record information on who shot who. They are not intended to do either of these. Rather, they are intended to provide a coarse simulation of firing signatures and weapons effects. Through the increased realism produced by these coarse simulations, the E/C Group acquires increased control of the exercise and is provided with opportunities for evaluation of the unit's casualty/damage treatment and recovery procedures.

Artillery and grenade simulators will be the only pyrotechnics used for simulation purposes. Each OPFOR vehicle and each E/C will be supplied with these simulators. As E/Cs you must insure that these simulators are only used when called for by the ECR system. Signal pyrotechnics such as colored smoke and star clusters will not be used for simulation.

### \*\*\* Graphic 1: "Pyrotechnic Assignments" \*\*\*

Refer back to the communications diagram in the previous module. You'll notice that each platoon-level E/C is equipped to monitor the control net and his platoon's tactical net; the Senior E/C can monitor the control net and the company net; and the OPFOR E/C can monitor the control net and the OPFOR net. Thus, all E/Cs are on the control net. Consequently, the control net will be used to implement the simulation system. Also note that the only link between the E/C Group and the OPFOR is the OPFOR E/C. Because of his crucial position in the communications system, the OPFOR E/C will play a critical role in the simulation system.

The simulation system will operate as follows:

\*\*\* Graphic 2: 'OPFOR Acquires Target/Transmits Number' \*\*\*

When an OPFOR element acquires a target and has a good shot, it will call the number of the target vehicle over the OPFOR net and will throw a \_\_\_\_\_ simulator to mark his firing signature. The OPFOR E/C will be monitoring the OPFOR net and will pick up this number.

\*\*\* Graphic 2: 'OPFOR E/C Receives Target Number and Relays' \*\*\*

The OPFOR E/C will then relay this target information to the E/C closest to the target vehicle.

\*\*\* Graphic 2: 'E/C Throws Simulator in Front of Target' \*\*\*

The E/C will throw an *artillery* simulator in front of the target vehicle to mark the hit. TCs and drivers in the performing unit will be required to stop their vehicles in place when an artillery simulator bursts within 25 meters of their front. If the range between the firing vehicle and the target is less than 50 meters, OPFOR personnel will throw the simulators themselves; however, they will still call the target's number over the OPFOR net.

This is a general case description of how the simulation system operates. Now that you are familiar with it, let's get into more specifics about the ROE and how you can use them to your advantage.

The first question that arises is how do we define "a good shot"? Very simply, a good shot is defined by whether the OPFOR can read a vehicle's number through its gun sights. Here again, the OPFOR E/C plays a critical role. If the firing vehicle can not really read the target's number, it may make a guess and transmit that. The OPFOR E/C will be able to determine whether that number is valid, i.e., whether the number transmitted is actually the number of a vehicle in the problem.

When the target is dismounted troops rather than a vehicle, the OPFOR should still transmit the target to the OPFOR E/C. Instead of transmitting a vehicle number, simply transmit a description of the target (e.g., dismounted troops) and an approximate location. The OPFOR E/C will then transmit this description and location over the control net and the

E/C with the performing unit concerned can declare casualties as he deems appropriate. In the case of dismounted troop targets, firing signatures will be marked by blank MG or M-16 rifle fire only. No grenade or artillery simulators will be thrown.

As you can see, both the OPFOR and the performing unit will need to be thoroughly instructed in the operation of this simulation system. As E/Cs, it will be your job to make sure that they understand how the simulation system works, what the cues are, and what they are required to do.

Thus, the OPFOR E/C must instruct OPFOR TCs in calling the target number or description on the OPFOR net. You should use standard RT procedure in transmitting this information. You will also need to instruct OPFOR personnel in when to throw simulators to make their firing signatures.

E/C's assigned to performing units will also need to thoroughly instruct TCs and/or drivers in the simulation system. Performing unit personnel must understand that an artillery or grenade simulator burst in front of their vehicle indicates that they have been hit and that they must stop their vehicle in place. You must impress the importance of stopping on them and should inform them that they will be penalized if they violate this rule.

By the same token, you should indicate to them that the fact that they are declared hits by the simulation system is not a basis for evaluation. In other words, the casualty/damage assessments made by the simulation system are not used to arrive at a judgment about overall mission accomplishment. You will be reconstituting casualties and damaged vehicles after each engagement, so the performing unit should realize that simulated hits are primarily for control and subunit evaluation, rather than actual engagement simulation.

At this point, you can also realistically piggy-back evaluations onto the simulated casualties/damage. To do so, you can simply inform one of the hit (i.e., stopped) vehicles that it is hit with a certain number of casualties and observe the TC/squad leader's actions. When doing so, you will want to inform the company commander/platoon leader that this vehicle is out of action for evaluation purposes. Thus, he can continue his mission without delay. Later, you can reinsert the casualty/damage as a replacement.



You will not, of course, be able to do this every time that each vehicle is hit. So, you should try to plan to observe each subelement of the performing unit at least once or twice in the course of the mission. By sampling in this way, you will have a chance to obtain a well-rounded picture of the unit's proficiency in these skills. Before the exercise begins, you will want to inform the performing unit that you will be evaluating these tasks.

Now, although this simulation system will probably alleviate most of your control problems, there will, however, be some encounter situations that go undetected and it will be up to the E/Cs to decide how to handle these exceptions.

You will have two options in these cases. The first will be to declare the performing element hit in order to give the OPFOR a chance to withdraw. If you do so, you should consider that this may create a very unrealistic situation, especially if the performing element is doing a good job and surprises the OPFOR. By declaring the performer hit in such a situation, you would in effect be penalizing him for good performance. This situation is undesirable, but the requirements of control may make it necessary. You will want to keep this type of situation to a minimum. Your second alternative is to declare the OPFOR element killed and let the performers capture it. This option would be more realistic and would further allow you to observe the performing unit's procedures for searching captured personnel and equipment. You must keep in mind that you will need a means for returning the captured personnel/equipment to the OPFOR side. Even so, this alternative is more attractive from both a realism and a control point of view.

Clearly, the success of this simulation system depends on all participants (performers, OPFOR, and E/Cs) knowing the rules and obeying them. As E/Cs, therefore, it will be crucial that you explain the rules to both sides and ensure that they understand them. Further, you should let them know that you will assess penalties for violations of the rules.

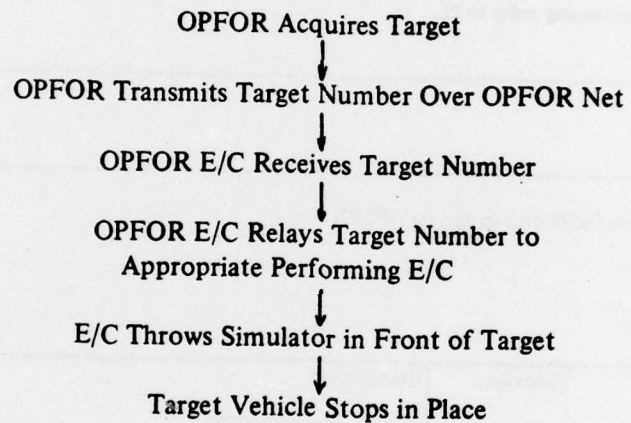
## GRAPHICS

### Engagement Control Rules Annex

**Graphic 1**      List of Pyrotechnic Devices and what they will represent in the exercise.

**Graphic 2**      Engagement Control

#### Control Rules Communications Flow



SEQUENCE OF EVENTS—Mission: Movement to Contact Unit: 1 Plt A Co 2/63 Page 1 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0500		PLT Ldr receives warning order
Player Action			
Control	Deliver warning order to PL		
Simulation			
Observation	Observe PL/PS preparation for OPORD		
Date:	Time:	Location:	Description:
27 Jul 79	0700	AA	PL receives OPORD
Player Action			
Control	Deliver OPORD After PL delivers his OPORD assign asst E/C to A 2-track section		
Simulation	Remind Asst E/C to be prepared to simulate and to monitor control net.		
Observation	Observe PL preparation and complete T/EO 6-13-A.a Delivery of OPORD		



SEQUENCE OF EVENTS—Mission: Move to Contact Unit: 1 Plt. A Co Page 2 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0800	VIC 604903	PLT crosses LD
Player Action	PLT moves out in TRULNG OURWTCH		
Control	Verify location and azimuth of movement at LD—inform OPFOR E/C		
Simulation			
Observation	Observe formation—check with _____ (OPFOR E/C call sign) on cover (Concealment)		
Date:	Time:	Location:	Description:
27 Jul 79	0810	VIC 603904	PLT moves on route
Player Action			
Control	Verify axis of advance—inform senior E/C if azimuth will cause ambush to be missed. Advise OPFOR E/C of lead vehicle is within 200 meters of engagement site		
Simulation	Remind Asst/OPFOR E/Cs to be prepared to simulate in upcoming engagement. Have OPFOR E/C advise when visual contact is made and engagement is imminent		
Observation	Observe use of overwatch—should be trying overwatch note on T&EO 6-13-A.b - Check with Asst E/C on disposition of overwatch element - Check OPFOR E/C for exposure—T&EO 6-13-A.c - Note aggressiveness, momentum of movement on T&OE 6-13-A.c		

SEQUENCE OF EVENTS— Mission: Move to Contact Unit: 1 Plt, A Co 2/63 Page 3 of 3

EVENT:

Date: 27 Jul 79	Time: 0820	Location: 603905	Description: PLT receives AT fire
Player Action	PLT returns fire, reports to CO		
Control	Advise OPFOR to withdraw after 30 seconds of engagement—light resistance only. Have OPFOR advise when in position for next engagement.		
Simulation	Throw simulators for hits as advised by OPFOR E/C		
Observation	Observe PLT's reaction to first signature simulator PLT should remain mounted and suppress site of signature burst. Complete T&EO 6-13-A.g.1 Monitor PLT net—Note reports to PL—record under 6-13-B.a. If PL fails to report to CO—note under 6-13-B.a		
Date: 27 Jul 79	Time: 0825	Location: 207401	Description: PLT resumes movement
Player Action			
Control	Advise OPFOR when PLT moves out again—verify direction and advise senior E/C/OPFOR as required		
Simulation			
Observation	Obtain OPFOR assessment of engagement—note as appropriate on T&EO. Observe overwatch technique—should be bounding now.		

**Lesson Plan No. 10**

**Title:** Observing (and Evaluating) Performance

**References:**

**Study Assignment:**

**Equipment and Instructional Aids:** VU-Graphs, T&E Outlines, Sequence of Events (SOE)  
Training manager generated hand-out for interpretation of standards.

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture, Practical Exercise

**Objective:** Given the T&E Outlines for each mission and the Sequence of Events, develop an observation plan. The observation plan will consist of notations in the observation column of the SOE. The notations will describe which T&E Outline items the E/C plans on observing during each event.

- Outline:**
- A. Introduction
  - B. What you need to observe:
    - 1. Tasks in T&E Outlines
    - 2. Skills needed to perform them.
  - C. How you determine what these skills are:
    - 1. T&EO standards
    - 2. Tactical doctrine
    - 3. Reference Lesson Plan 5 on "PLAN"
  - D. Deciding how/when to observe these:
    - 1. Fit T&EO standards to SOE
    - 2. Positioning
    - 3. Commo for coordinated observation
    - 4. Unanticipated items
    - 5. Leadership
    - 6. Examples
  - E. Practical Exercise



## **NARRATIVE**

### **Observing (and Evaluating) Performance**

This module deals with one of your primary duties as an E/C: to observe and evaluate performance.

Actions of evaluators described up to now are designed to produce a realistic tactical situation in which the performing unit must execute those tasks that are part of its mission. In executing these tasks, they display their level of proficiency in the skills they need to accomplish their combat missions. To accomplish your mission as E/Cs, you must observe the actions of the performers and capture information for evaluation and feedback. Let's take a look at *what* actions you will need to observe and *how* to observe them.

\*\*\* Graphic 1: "What to Observe" \*\*\*

\*\*\* Graphic 1: T&E Outline Tasks \*\*\*

Tasks to be observed are described in the T&E Outline for the mission and echelon of interest. Given this list of tasks, you need to determine what actions are involved in accomplishing them. You will note that the standards column of the T&EO lists actions to be performed as a general set of reminders. They cannot describe all the things that ought to be considered in observing an exercise.

\*\*\* Graphic 1: Other Tactical Doctrine \*\*\*

In addition, you must be intimately familiar with the tactical principles and doctrine applicable to performance of each task. This module examines the tactical considerations that are relevant to the missions to be run.

The T&E Outlines tell what actions to observe. You and members of the E/C team decide who observes these actions and how they are to be observed.

\*\*\* Graphic 2: How to Observe \*\*\*

First, study the T&E Outlines. Here, for example, in a Movement to Contact Mission, for a tank mechanized infantry platoon, you now look closely at the T&EO to determine that they must use proper traveling techniques, suppressive fires, proper troop dismounting procedures, etc. Again, you must use your knowledge of tactics, doctrine and prior experience to anticipate the commands of the company commander and the platoon leader given the terrain and the overall scenario. In short, you must estimate how actions described in the T&EOs will unfold over the terrain. For example, overwatch in a Movement to Contact Mission would most likely be conducted differently depending on whether a platoon is flanked by other friendly platoons or whether the platoon is providing cover to the flank of the entire company. Having visualized how the unit will try to accomplish its missions, you can plan your observations and evaluation strategy. This is done by reviewing each action described in the T&EOs. Which of these actions can be observed and evaluated by a single evaluator? Which items can be better evaluated, or more thoroughly evaluated by getting information from OPFOR? Which items require observations/information from two or more evaluators? Plan to observe/evaluate supervision. Finally, and in particular with regard to communications, what communications are observed, and on what occasions should evaluators be listening to tactical nets? These are the questions you need to answer as you analyze the T&EO items while visualizing how the company will respond to mission orders.

\*\*\* Graphic 2: "Actions That Can Be Observed By a Single E/C" \*\*\*

Some actions described by T&E items you can observe and evaluate yourself. Here, the task is performed in a small enough area and a short enough period of time that you can observe and evaluate without assistance. Even here, you probably will not be able to observe all these actions all of the time. Consequently, you plan to observe a representative sample of performances by each element of the unit during the exercise. There are three types of actions that a single E/C can usually see by himself.

- *Performance of "hands-on" tasks.* Most of these refer to men using equipment. Examples would be the positioning of vehicles and operation of crew-served weapons.
- *Orders given within the unit.* Examples would be line-of-sight communications by hand-and-arm signals, maintenance of formation by line-of-sight guiding on other vehicles.
- *Use of terrain and cover/concealment by small units or vehicles.* An example would be a single squad or vehicle using terrain to improve observation or to bring fire to bear on the OPFOR.

One E/C can observe such actions.

Let's look at some T&EO examples:

**Mission/Echelon:** Defense/Platoon

**Task 8-23-A:** Move to Position

**Standards Item:** Platoon leader performs troop leading procedures and gives orders.

The E/C assigned to the platoon can observe and evaluate the platoon leader's performance on this item.

**Mission/Echelon:** Defense/Platoon

**Task 8-23-D:** Prepare Fighting Positions

**Standards Item:** HAWs are positioned to provide long-range fires on dangerous armor avenues of approach.

This task can be observed by a single evaluator. The E/C needs only to observe the proficiency with which the crews locate themselves to have long-range fields of fire. E/Cs should also be prepared to observe the supervision provided by unit leaders in identifying avenues of approach and/or relocating weapons that fail to take up good positions.

\*\*\* Graphic 2: Actions Requiring Coordinated Observation by More Than One E/C \*\*\*



The second class of skills are those that require an exchange of information between E/Cs. These skills generally involve coordination between elements that are not able to see one another. In order to acquire complete information on the unit's skill in executing this type of task, you need to identify other E/Cs who can observe those aspects of the activity that are beyond your individual field of observation and plan for a timely exchange of information. There are two types of such actions:

- *Tasks involving closely-timed coordination.* In these situations, elements are far enough apart that a single E/C cannot see them both. Coordination of actions by platoons and sections is stressed.
- *Transmission of orders/information/intelligence from an originator to a destination.* Emphasis is on transmission of information between the company commander, the platoon leader and section and squad leaders. Distortions may occur during transmission. E/Cs must evaluate accuracy in transmission as well.

Here are some examples of the types of T&EO items that require coordinated observation and rating:

<b>Mission/Echelon:</b>	<b>Movement to Contact /Platoon</b>
<b>Task 6-13-A:</b>	<b>Prepare for and Conduct Movement</b>
<b>Standards Item:</b>	<i>Use correct movement technique.</i> Whether the technique used is bounding overwatch or traveling overwatch, this item involves coordinated actions between elements. The E/C accompanying the bounding element will not be able to evaluate the overwatch element. Therefore, E/Cs need to plan to have an E/C with both elements and to communicate their observations from their respective vantage points. After the mission, the E/Cs combine their observations to rate the unit's performance.
<b>Mission/Echelon:</b>	<b>Movement to Contact/Platoon</b>
<b>Task 6-13-A:</b>	<b>Prepare and Conduct Movement</b>
<b>Standards Item:</b>	<b>Platoon's movement is characterized by use of cover and concealment.</b>

You as E/C will evaluate the use of cover and concealment by members of the unit, their use of formations, maintenance of position in formation, etc. As the unit approaches OPFOR, you can collect added information about how well these actions are accomplished from

the OPFOR perspective. OPFOR personnel can observe better if they know the route the unit is taking, and approximately when contact is expected. Therefore, plans should be made for the OPFOR E/C to observe performance on this item and for the platoon E/C to communicate the planned route to him. Finally, the E/C's plan to exchange information at the end of the mission.

**\*\*\* Graphic 2: One-Time Activities \*\*\***

In reviewing actions listed in T&EOs, classify them into one-time actions and continuous actions. Examples of actions that normally occur only once during a mission are the leader giving the OpOrder, infantry dismounting, and placement of men/vehicles in defense positions. Improving a defense position, maintaining security/observation are (or should be) continuous actions.

**\*\*\* Graphic 2: Continuous Activities \*\*\***

In planning to observe unit performance, try to estimate as closely as possible when and where once-during-a-mission-type activities will occur. Planning to put yourself in a position to observe and evaluate these actions should take priority. If, for example, troops dismount, they will do so rapidly. If you, as E/C do not see them dismount, you will not have another opportunity to do so. Occurrence of some of these once-a-mission actions can be anticipated by exchange of information between E/Cs. Plan to use the evaluator net to warn evaluators as to when and where such actions are apt to occur.

Continuous actions—on the other hand—can be observed periodically. Observations can be made by sampling when ever you have time to make observations.

**\*\*\* Graphic 2: Leader Skills \*\*\***

A special class of performance that you must monitor continuously involves communications/supervision by leaders. In addition to pre-mission planning and preparation of orders, leaders must supervise their units to insure proper execution. Thus, your role as E/C

requires that you be in position to observe how well leaders supervise performance of assigned activities, and how well they note and correct errors. Essentially, you can do this by staying close to leaders and by monitoring the tactical nets.

\*\*\* Graphic 2: Monitoring Tactical Communications \*\*\*

Observation in tactical exercises is not limited to physically seeing or hearing the unit's activities. Use your unit's tactical radio nets to monitor their radio communications. Monitor the tactical nets to evaluate the content of communications, timeliness of use of nets, and the unit's radio procedures.

Since it will not be practical for you to monitor the nets continuously, you should try to plan to monitor the most critical traffic. What radio traffic will be critical is hard to define in advance, but you can estimate when such radio traffic is most likely to occur. In movement missions, for instance, important orders and reports are most likely to be radioed when the performing unit makes the transition from "movement to contact" to "reaction to contact." You can expect that important radio traffic can, or should, occur during such transitions. This will allow you to monitor the unit leader's reaction to the contact as orders he gives to his subelements. Since you, as an E/C, know when these contacts should occur, you can plan in advance to be monitoring the tactical net.

\*\*\* Graphic 2: Actions Not in T&EOs \*\*\*

The final class of actions the E/Cs are concerned with are those that are not anticipated in the T&EOs. As we have said before, the T&EOs cannot describe every possible eventuality and should be viewed as a guide. As E/C, you should be alert to note actions critical to mission accomplishment which are not included in the T&EOs, or which T&EO items do not cover well. The following examples are taken from actual experience:

- A battalion located its field maintenance facilities within 25 yards of a major crossroads. This crossroads was the most likely registration point for enemy artillery in a five mile radius.



- A platoon put out an OP and then set up claymores around a defensive position. OP personnel were not informed of the trip-wire triggers and detonated the claymores as they pulled back.

Obviously, all of you have seen units commit errors like these in the past. You must be alert for these types of errors and record them even though they are not listed in the T&E Outlines.

Using the above as guidance, go through the T&E Outline for each mission on a step-by-step basis. Decide whether you can observe that yourself or whether you will need information from others to make evaluations. For any item you decide you need help with, decide who can best help you, whether it is another E/C or the OPFOR E/C, where they would need to be positioned to give you the observations that you need, approximately when in the time frame those observations would need to be made, and what E/Cs would be looking for. Evaluators working together should decide how they will collect information—i.e., by observing performance, by monitoring the tactical net at a certain point in time, by requesting information from the unit in your name, etc. After you have decided this for each item, coordinate your needs with other E/Cs and with the OPFOR E/C. In turn, make sure that they have communicated their requirements to you.

Finally, the senior E/C has requirements for observation and evaluation of the whole parent unit. He has gone through the same process and decided when he needs your help in making observations and communicating those back to him. Check again his sequence of events for what information you have to supply, where, when, and what he's looking for.

Based on coordination between E/Cs for each item or task in T&E Outlines, you should note what the action is to be observed, who will observe, where they will observe it and when observations will take place. This information will go into your observation plan. Your observation plan will consist of a set of notations in the observation row of your SOE. These notations will list which activities you plan to observe during each event. To keep the sequence of events to a reasonable handy size, use abbreviations or key words as cues or clues as to what you should do, and when you should coordinate with other evaluators. When you finish, you should have the observation rows of your SOE completely filled in.

**Graphic 1:**

**What to Observe**

1. T&E Outline Tasks
2. Other Applicable Tactical Doctrine

**Graphic 2:**

**How to Observe**

1. Actions that can be observed by a single E/C
2. Coordinated observation by more than one E/C
3. One-time activities
4. Continuous activities
5. Leader skills
6. Monitoring tactical communications
7. Actions not included in the T&E Outlines

Sample SOE attached.

SEQUENCE OF EVENTS-- Mission: Movement to Contact Unit: 1 Plt A Co 2/63 Page 1 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0500		PLT Ldr receives warning order
Player Action			
Control	Deliver warning order to PL		
Simulation			
Observation	Observe PL/PS preparation for OPORD		
Date:	Time:	Location:	Description:
27 Jul 79	0700	AA	PL receives OPORD
Player Action			
Control	Deliver OPORD After PL delivers his OPORD assign asst E/C to a 2-track section		
Simulation	Remind Asst E/C to be prepared to simulate and to monitor control net.		
Observation	Observe PL preparation and complete T/EO 6-13-A.a Delivery of OPORD		



SEQUENCE OF EVENTS— Mission: Move to Contact Unit: 1 Plt, A Co Page 2 of 3

EVENT:

Date:	Time:	Location:	Description:
27 Jul 79	0800	VIC 604903	PLT crosses LD
Player Action	PLT moves out in traveling overwatch		
Control	Verify location and azimuth of movement at LD—inform OPFOR E/C		
Simulation			
Observation	Observe formation—check with _____ (OPFOR E/C call sign) on cover (Concealment)		
Date:	Time:	Location:	Description:
27 Jul 79	0810	VIC 603904	PLT moves on route
Player Action			
Control	Verify axis of advance—inform senior E/C if azimuth will cause ambush to be missed. Advise OPFOR E/C of lead vehicle is within 200 meters of engagement site		
Simulation	Remind Asst/OPFOR E/Cs to be prepared to simulate in upcoming engagement. Have OPFOR E/C advise when visual contact is made and engagement is imminent		
Observation	Observe use of overwatch—should be trying overwatch note on T&EO 6-13-A.b - Check with Asst E/C on disposition of overwatch element - Check OPFOR E/C for exposure—T&EO 6-13-A.c - Note aggressiveness, momentum of movement on T&OE 6-13-A.c		

SEQUENCE OF EVENTS—Mission: Move to Contact Unit: 1 Plt, A Co 2/63 Page 3 of 3

EVENT:

Date: 27 Jul 79	Time: 0820	Location: 603905	Description: PLT receives AT fire
Player Action	PLT returns fire, reports to CO		
Control	Advise OPFOR to withdraw after 30 seconds of engagement—light resistance only. Have OPFOR advise when in position for next engagement.		
Simulation	Throw simulators for hits as advised by OPFOR E/C		
Observation	Observe PLT's reaction to first signature simulator PLT should remain mounted and suppress site of signature burst. Complete T&EO 6-13-A.g.1 Monitor PLT net—Note reports to PL—record under 6-13-B.a. If PL fails to report to CO—note under 6-13-B.a		
Date: 27 Jul 79	Time: 0825	Location: 207401	Description: PLT resumes movement
Player Action			
Control	Advise OPFOR when PLT moves out again—verify direction and advise senior E/C/OPFOR as required		
Simulation			
Observation	Obtain OPFOR assessment of engagement—note as appropriate on T&EO. Observe overwatch technique—should be bounding now.		

**Lesson Plan No. 11**

**Title:** Prepare and Conduct Post-Mission Critiques

**References:** Draft Training Program—The Conduct of the After-Action Review (AAR)

**Equipment and  
Instructional Aids:** VU-Graphs, slides

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture

**Objectives:**

- (1) List the steps involved in preparing for a post-mission critique.
- (2) List the criteria for acceptable critiques.
- (3) List the procedures involved in conducting the unit leader critique.
- (4) List the actions for conducting effective unit critiques.

**Outline:**

- A. Introduction
  1. E/C actions determine training value
  2. Transfer of information to performance feedback
- B. Requirements for Effective Critiques
  1. Thoroughness
  2. Validity
  3. Promotes learning
  4. Encourage thinking
  5. Maintains unit leader integrity
- C. Preparing for Critiques
  1. Collect observations/evaluations from other E/Cs
  2. Review T&E Outlines
    - a. all items marked
    - b. notes explaining ratings
    - c. supplement notes from memory
    - d. review critical incidents
    - e. review supervisory/leadership observations
- D. Conduct of Unit Leader Critique—Procedures
  1. Critique in private
  2. Encourage participation
  3. Review main factors of mission
  4. Review T&E Outline items
  5. Review supervision/leadership performance
  6. Summarize key lessons



**E. Conduct of Unit Critique—Suggestions**

- 1. Map terrain of mission**
- 2. Select unit markers to participate**
- 3. Ask for unit observations**
- 4. Ask for peer feedback**
- 5. Ask for discussion of tactical alternatives**
- 6. Refer to tactical doctrine**
- 7. Summarize with key points**

## NARRATIVE

### Prepare and Conduct Post-Mission Critique

The skill you and other E/Cs use in putting together and conducting post-mission critiques can largely determine the exercise's training value. To this point, instructions for preparation for and conduct of the exercise have been geared toward collecting valid information about unit performance. It is now time to turn that information into feedback and deliver it to the people who can benefit most from it.

As we go through the steps in preparing and conducting the post-mission critique, keep in mind that the structure and methods we are suggesting are "ideal" procedures. If time or other factors cause you to depart from procedures discussed here, try to make your critique meet these five requirements:

\*\*\* Graphic 1: "Requirements" \*\*\*

\*\*\* Graphic 1: "Thoroughness" \*\*\*

First, the critiques should be thorough. You should cover *all important* actions that occurred.

\*\*\* Graphic 1: "Validity" \*\*\*

Second, your critique must be valid. The points you make about the unit's performance must be correct in terms of current tactics and doctrine. Further, unit members must see you, the E/C, as knowing what you are talking about.

\*\*\* Graphic 1: "Promotes Learning" \*\*\*

Third, the critique must promote learning from mistakes; it should not be perceived as a "chewing out" session by E/Cs or the evaluated troops.

\*\*\* Graphic 1: "Thinking" \*\*\*

Fourth, the critique should encourage the unit members to *think* about their actions, and how they may have done them better. Proper habits of thought and action may then be applied during future missions.

\*\*\* Graphic1: "Leader Integrity" \*\*\*

Fifth, the critique should not demean the unit leader in front of his men. Even if a unit leader has done a horrible job, it must not be brought out in the presence of his men.

The structure and procedures of the ideal critique meet all these requirements. As we have said before, if you cannot use this exact format, try to meet these five requirements.

\*\*\* Graphic 2: "Prepare for Critique" \*\*\*

It is assumed that the exercise scenario has allowed ample time between missions for feedback critiques. Depending on the time available, you may or may not be able to meet personally with the OPFOR E/C and other E/Cs, who have also observed your unit.

\*\*\* Graphic 2: "Collect Observations" \*\*\*

If time or other factors do not allow for a personal meeting, make some arrangements for getting the information from the OPFOR E/C and other evaluators before you conduct the critique. Use the E/C net to get their versions of what they saw, and evaluations they made. You can do this either after the unit has completed the mission, or during lulls in the action during the exercise. Their observations/evaluations, your own observations/evaluations on your T&EOs and your supplementary notes are the information you need to prepare for the critique session.



\*\*\* Graphic 2: "Review T&EOs" \*\*\*

As the T&EO is the guiding document for the exercise, so should it be for the critique. The T&EO should be reviewed, item by item. Each item should have been marked SAT, UNSAT, not executed (NEX) or not observed (NOB). If you have items on the T&E Outline that you did not observe, check first with the other E/C who evaluated the platoon, then with other E/Cs who may have been able to observe and evaluate the item you missed. Only then should an item be checked NOB. Similarly, if the scenario did not provide a chance for the unit to perform a particular task, mark the T&EO item describing that task as NEX. For items indicated SAT or UNSAT, your supplementary notes should be reviewed, updated and checked with other E/Cs to give additional information as to why the rating was made. Record or add to your notes any observations of unanticipated actions that were particularly good or bad, or that may have influenced mission outcome in combat. Finally, if you haven't done so already, record your observations about the supervisory and leadership performance of leaders of the performing unit. Key these to specific events if possible, to provide clear examples.

\*\*\* Graphic 3: "Checklist" \*\*\*

If you have done all of these things, you should show "yesses" on this checklist. All "yesses," and you are ready to conduct the critique.

\*\*\* Graphic 4: "Unit Leader Critique" \*\*\*

The first critique is for the unit leader. Make one of you responsible for conducting the critique. The other E/C should listen, and add his observations and comments when solicited. Use a map or sketch on the ground so that leader and unit actions can be related to the terrain.

\*\*\* Graphic 4: "Private" \*\*\*

First, the unit leader should be critiqued away from the other unit members. Receiving criticism in front of his men can be humiliating, risks reducing his authority, and makes him more defensive about his actions.

**\*\*\* Graphic 4: "Praise" \*\*\***

Also, anytime during the critique you can cite good decision, actions and supervisory performance of the leader, do so. This will show him you were looking for something besides the bad parts of his performance. It will also make it easier for him to accept negative comments.

**\*\*\* Graphic 4: "Participation" \*\*\***

Second, encourage the unit leader to participate in the critique. Participation can be encouraged in two ways: one is to ask the unit leader to describe how he understood the mission order, and to give his plan of action. Second, ask the unit leader to comment on his *own* performance in view of the objective he set out to attain. Reviewing the mission order sets the stage for the rest of the critique; it provides a common perspective from which to analyze the actual conduct of the mission. By allowing the unit leader to describe the mission order, you can understand what the unit leader set out to do. Allowing the leader to evaluate his own performance should increase his interest in, and attention to, the critique and reduce his defensive reactions to receiving candid criticism.

**\*\*\* Graphic 4: "Review Main Mission Points" \*\*\***

During this discussion, you should indicate the actions the scenario was intended to bring out, and considerations involved in fitting the problem to the ground. Encourage discussion of alternatives. Don't try to push a single rigid "school solution." Be prepared to discuss the merits of any recommended solution.

**\*\*\* Graphic 4: "Review T&EO" \*\*\***

Refer to your T&E Outlines and supplementary notes throughout the critique to make sure you identify and discuss all important unit and leader errors, and good performances.

**\*\*\* Graphic 4: "Review Supervision" \*\*\***

As long as you have the unit leader in private, review his supervision and leadership performance. Key your comments to specific mission events and his actions, or failure(s) to act.

**\*\*\* Graphic 4: "Summarize" \*\*\***

Conclude the discussion by reviewing the key lessons to be learned from the mission. Try to solicit the leader's comments about key lessons before you give your views.

After you have critiqued the unit leader, critique the rest of the members of the unit. The unit leader should also be present during this critique.

**\*\*\* Graphic 5: "Suggestions" \*\*\***

The unit member critique should follow the same basic format that you used in the leader critique. Use the following suggestions to help conduct the unit member critique.

**\*\*\* Graphic 5: "Map" \*\*\***

First: Draw a rough map of the boundaries and phase lines on the ground. Ask each squad/section leader to state their missions or deployments, and to indicate their schemes of maneuver on the ground map. For example, "How did you plan to move initially?" The answer to this question should establish how effectively the leader's plan was communicated. From this point on, you prompt unit leaders/members to participate by asking questions using interrogative pronouns such as who, what, how, where and when.

**\*\*\* Graphic 5: "Select Members to Participate" \*\*\***

Second: Select unit leaders/members to participate when, according to your observations, that individual was involved in or observed an action which can be a tactical lesson for all.



Identify personnel involved in an event by describing the location and vehicles or the section/squad by number. (1st squad, heavy section, etc.) Use time and place cues, for example, "Where's the tank leader for the first section? Why don't you take it from here? Tell us what happened when you . . ."

\*\*\* Graphic 5: "Self-Observations" \*\*\*

Third: Ask unit leaders/members to describe what they learned about unit tactics and what they judged to be their errors. To prompt this type of self-evaluation, you might ask, "What happened here? What went wrong here?" Self-learning and self-evaluation are emphasized because this source of feedback means more to participants and usually results in unit members better remembering the lessons learned.

\*\*\* Graphic 5: "Peer Feedback" \*\*\*

Fourth: Ask the unit leaders and members to provide peer feedback. Remember from Lesson Plan No. 2; peer feedback is feedback that one unit member gives to another. Unit members will more likely attend to feedback from their peers than that given by an evaluator. Also, one's peers may have been in a better position than you to observe errors. Note, however, that feedback from peers may not be valid or correct. Further, discussion may wander. As evaluator, you monitor closely, intervene if you need to.

\*\*\* Graphic 5: "Alternatives" \*\*\*

Fifth: Ask unit leaders/members for alternative ways of conducting the operation. You can prompt participation by saying "In developing your mission plan, did you consider other options? If so, what options?" This way participants identify alternatives and discuss why they took the action they did. Many factors such as enemy dispositions, communications and terrain will affect a leader's choice of available options. Help to bring these factors into the discussion by asking questions. A discussion of tactical decision-making requires an atmosphere that is conducive to the expression of differing opinions. In this, you may get disagreements and arguments. If this occurs, after sufficient discussion, summarize the pro's and con's of alternatives.

\*\*\* Graphic 5: "Refer to Doctrine" \*\*\*

Refer to tactical doctrine to substantiate your judgments. This is a technique which helps to increase your credibility and unit leader's/member's receptivity to feedback.

Critiques should be conducted so that every person in the evaluated units gets information that is valuable to him as an individual and as a unit member. Giving good critiques requires quick thinking and practice. Remember that the critique is the place where members of the evaluated unit will learn about their performance and how to do a better job next time.

\*\*\* Graphic 5: "Summarize" \*\*\*

As in the leader critique, wrap up this critique with a summary of key lessons that were learned. If the unit has responded and participated well, prompt them to bring up the key lessons, then you can give a shorter wrap-up.

Give the unit leader an opportunity to make any comments he would like to add. This can give him additional experience and gives you another chance to observe his general leadership and communication skills.

## **GRAPHICS ANNEX**

### **Prepare for and Conduct Post-Mission Critique**

#### **Graphic 1**

##### **Requirements for Effective Critiques**

- Critique must be thorough
- Critique must be valid
- Critique must promote learning
- Critique must encourage thinking
- Critique must maintain integrity

#### **Graphic 2**

##### **Prepare for Critique**

- Collect Observations
- Review T&E Outlines

#### **Graphic 3**

##### **Preparation Checklist**

- Information collected from other E/Cs?
- All T&EO items marked?
- Supplementary notes documenting SAT/UNSAT?
- Additional notes added?
- Unanticipated events or critical actions noted?
- Supervisory/leadership performance noted?

#### **Graphic 4**

##### **Unit Leader Critique Procedures**

- Critique in private
- Praise good performance
- Encourage leader participation
- Review main factors of mission
- Review T&E Outline
- Review supervision/leadership
- Summarize with key lessons

#### **Graphic 5**

##### **Unit Critique Suggestions**

- Map mission terrain
- Select members to participate
- Ask for observations
- Ask for peer feedback
- Ask for tactical alternatives
- Refer to tactical doctrine
- Summarize key lessons



**Lesson Plan No. 12**

**Title:** Data Analysis and Report Preparation

**References:**

**Equipment and Instructional Aids:** VU-graphs, handouts to include extracts from SOE, platoon SOE, Event-Problem-Diagnosis-Recommendation Sheets, finished T&EO, narrative final report.

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture

- Objectives:**
- (1) Hold a post-exercise E/C meeting to prepare final forms of T&EOs for unit evaluation.
  - (2) Conduct an exercise review and develop an Event-Problem-Diagnosis Recommendation Summary.
  - (3) Prepare a task based written feedback report for the evaluated unit.

- Outline:**
- A. Introduction
  - B. Post-Exercise Meeting
    1. Set-Up
      - a. time is critical
      - b. activities during meeting
      - c. materials needed
    2. Preparing Final T&EOs
      - a. data from other E/Cs
      - b. use of rating guidelines
        - (1) senior E/C standards interpretation
        - (2) item weights
        - (3) majority rule
        - (4) critical incidents
    3. Exercise Review
      - a. reasons for review
      - b. Event-Problem-Diagnosis-Recommendation Sheet (EPDR)
      - c. conduct of the review
    4. Task-Based Written Report
    5. Review of T&EO, EDPR, and Task-Based Written Report Integration

## NARRATIVE

### Data Analysis and Report Preparation

This module explains how to integrate information from the T&EOs for the report to training managers. It also explains how to prepare the information for use as narrative feedback to the performing unit. This feedback will include explanation of deficiencies you saw in the unit's performance, and how to correct them through training.

In preparing your written reports, you will also be preparing for the conduct of the post-exercise critique as a larger scale version of the post-mission critique. Providing feedback is just as important as making good evaluation decisions. Prepare your report so that the unit leader can understand exactly where his unit's problems are, and what he can do to fix them.

#### \*\*\* Graphic 1: Post-Exercise Meeting \*\*\*

Prepare for reports and the post-exercise critique during post-exercise E/C meetings. All E/Cs, including the senior and OPFOR E/C, should attend. The meeting should be held as soon as possible after the exercise. Time is critical for two reasons. In finalizing your evaluations, you will be relying on memory to fill in some details. It's easy to forget. Time is also important for feedback to the unit. They are also relying on their memory. Therefore, the sooner you can provide them feedback, the better.

The senior E/C will normally call the meeting. You will do three things during the meeting:

1. finalize the evaluations and ratings on the T&EOs;
2. replay the exercise as it occurred; and
3. write narrative-type reports.

You will need everything you used in the field to record your observations: SOEs, T&EOs, notes, map overlays, etc. To replay the exercise, you will need the maps, acetate, terrain boards, etc., you used in exercise planning.

\*\*\* Graphic 2: Meeting Objectives \*\*\*

\*\*\* Graphic 3: Finalize the T&EOs \*\*\*

The problem now is to combine ratings from all evaluators. This is done in several steps.

1. Some items are rated by two or more raters. Evaluator ratings are combined.
2. Crew/squad items are added to provide platoon ratings.
3. Platoon ratings are combined to yield company ratings.

Proceed as follows: The first step is to finish filling in your ratings and comments on the T&EOs for all missions performed. Most of this should be done during the exercise.

\*\*\* Graphic 3: Get Data From Other E/Cs \*\*\*

Check with the other E/Cs and the OPFOR E/Cs for their observations/evaluations on the items you asked them to observe. In turn, give your observations/evaluations to anyone who may have asked for your help. Two or more E/Cs may have observed certain actions: if the ratings all agree, record them. If not, refer to the guidelines we will discuss next before integrating your ratings.

As you make your final ratings, follow these guidelines:

\*\*\* Graphic 3: Guidelines for Rating \*\*\*

\*\*\* Graphic 3: Use Senior E/C Guidance \*\*\*

First, use guidance for standards interpretation or definitions given to you by the senior E/C. Review any handouts given to you in Lesson Plan No. 10. These were prepared by the senior E/C and are his guidance to you for interpretation of T&EO standards used in this exercise. This review is important. You want to insure you are using the same standards definitions as the other E/Cs when you make your final ratings.

\*\*\* Graphic 3: Weigh Items Equally \*\*\*

Second, count all items of a task or subtask equally. For example, Tank/Mechanized Infantry Platoon Item 6-13-A, Movement to Contact: Platoon movement is rated by three standards elements: aggressiveness, maintain offensive momentum, use of cover and concealment. Each standards element satisfactorily performed should be given a rating of 1.



\*\*\* Graphic 3: Use Majority Rule \*\*\*

Third, use a "two-thirds majority" rule for rating SAT or UNSAT for each item. In the item above, SATs on any two of three standards elements would be enough to make the whole item SAT. The "two-thirds majority" rule can be used for other situations. In rating cover and concealment, you will probably make several ratings during the mission. If at least two-thirds of those ratings are SAT, give the unit a SAT on cover and concealment. However, note any examples where cover and concealment was not properly used, even though the total rating was "satisfactory." The purpose for doing this is to offer the performing unit as much specific feedback as possible.

Finally, use the "two-thirds majority" rule to combine actions performed by crews or squads into platoon ratings. If dismounting from the APC is evaluated, give the platoon a SAT if two-thirds of the squads use proper dismounting procedure. Again, use your narrative to pinpoint squad or crew performance that was contrary to the rating.

\*\*\* Graphic 3: Rating Critical Incidents \*\*\*

One category of actions to be discussed is critical incidents. Critical incidents are actions that would have a large influence on the outcome of a combat mission. They may have consisted of especially effective performance, or of errors or omissions. Note these for discussion in the mission.

Many critical incidents are the result of an individual's design or action. One blunder can throw an otherwise good unit into a hopeless situation. Analyze incidents to trace mistakes back to an individual. If so, let the individual know what the mistake was, but don't let it influence the whole unit's rating. In ratings, we are looking for the general proficiency of the unit.

\*\*\* Graphic 4: Exercise Review \*\*\*

Replay of the exercise. Using the company and platoon SOEs as the control, each mission is reviewed on a map or terrain board. The playback accomplishes three things. First, it gives the senior E/C his first chance to piece together the whole exercise at a company level. He will use this playback plus your platoon T&EOs to complete the company-level T&EOs and final narrative evaluation. Second, it gives you the opportunity to view the exercise from the company level, and can help explain much of what happened at the level of the platoon you evaluated. Third, the review will provide you with clearer information about performance

problems of each of the platoons. As a group, you can deal with the problems and develop recommendations for corrective training. This is the information you will provide the performing unit in your written feedback report.

The products of this session should be an event-problem-diagnosis-recommendation (EPDR) sheet, which you will use in the conduct of the post-exercise review.

The senior E/C should start the session with his first SOE event. The platoon E/Cs in turn, start with their first SOE event. Let the E/C whose platoon was the first to cross the LD, the first to maneuver, etc., start the discussion. As the replay of the exercise develops, turns are no longer important. The events and actions of the units will determine who talks next.

The objective of this session is to determine *why* actions took place as they did. You have already decided what took place and how well it was executed by filling out your T&EOs. Comments should focus on the situation as you saw it, the situation as you think the unit leader and his men saw it, what actions the leader took, what the unit did and what was wrong or right with their actions. Stress communication between the company commander and platoon leaders, and platoon leaders and their platoons. Keep your comments short, and specific. This is not the time to explore your favorite ideas about new doctrine, etc.

As you encounter problems, list them, on the EPDR sheet, next to the SOE event they are associated with. Examples of problems you might list are "platoon was spotted early and engaged by OPFOR," "platoon failed to overcome OPFOR resistance," etc. As you list the problems, try to determine why the problem occurred. It may be due to several factors at different echelons. List all echelons and their contribution to the problem in the "diagnostics" section of the EPDR sheet. For example, the problem of being spotted early and engaged by the OPFOR may have been because of poor choice of avenue of approach by the company commander, poor use of terrain to cover movements by the platoon leader or an individual violating cover and concealment. Each possibility should be explored. Use the data from your observations to arrive at your best estimate of why the problem occurred.

Every problem should have a recommendation for training or other corrective action to be taken. Concentrate on training solutions when they are appropriate. Use your collective knowledge and experience to come up with alternate suggestions for the unit leaders/trainers to use in correcting performance deficiencies. Record these on the EPDR sheet.

**\*\*\* Graphic 5: Prepare the Task-Based Written Report \*\*\***

After the exercise has been replayed, complete a task-based written feedback report for the platoon you evaluated. The tasks you list may be specific items from the T&EOs (e.g., use bounding overwatch) or they may be more general (e.g., use of weapons for suppression). The key to completing this report is to give the unit leader specific, concrete items for his future training agenda, and suggestions for accomplishing his training objectives.

At first, this may seem like it is a repetition of what you did with the T&EOs, and the comments that you recorded on them. Remember, however, that the T&E comments were event-based back ups for explaining satisfactory or unsatisfactory ratings. In the task-based written feedback report, you need to go one step further and try to explain to the unit leader what you and your E/C team members think the performance problem is, and how to correct it. The task based written feedback report is also a place to expand comments on marginally satisfactory or unsatisfactory performance of specific tasks.

Both the units and the E/Cs put a lot of hard work into their respective jobs during the exercise. The unit leader deserves more than a list of marks on a checklist for his efforts. Since you learned a lot about how well his unit functions, you deserve a chance to share your findings with him. Use the task-based written report to fill both requirements.

As guidance, we have worked out an example of how the T&EOs, event matrix, and task-based narrative feedback fit together. We will go over this example and give you a chance to ask any questions.

**\*\*\* Show Hand Out \*\*\***

The T&EO item we have used for our example is the platoon use of bounding overwatch in a Movement to Contact Mission(6-13). As you can see from the T&EO, this item is not very specific in terms of the different actions the bounding and overwatch elements should take. You are required to just make a SAT/UNSAT judgment. Also, there is not much room to make any comments about how the unit performed this task. In this example, the E/C has given an UNSAT rating to the platoon, and cited a specific time when their use of bounding overwatch was unsatisfactory. (Note that to make this rating, he may have gotten information from another E/C who had a better view of the overwatch element.) However, there is not enough room to say specifically *why* it was not done correctly.



With this example, final rating on his T&EO item in hand, he participates in the exercise review.\* In going through the exercise review, the E/Cs determined the possible cause for the problem the first platoon ran into. By looking at the map and tracing the unit's actions, they decided that the choice of terrain for the overwatch element was wrong. With this information, the senior E/C can then rate the company on this portion of the exercise. He may choose to give an unsatisfactory rating, but now everyone knows why the rating was given, and what can be done to correct the performance problem. The E/Cs who evaluated the errant platoon can take the information from the EPDR sheet and give the platoon leader more specific and useful feedback.

## **GRAPHICS ANNEX**

### **Data Analysis and Report Preparation**

- Graphic 1**      **Post-Exercise Meeting**
- Graphic 2**      **Meeting Objectives**
- Graphic 3**      **Finalize the T&EOs**
- Get data from other E/Cs
  - Guidelines for rating:
    - use senior E/C guidance
    - weigh all items equally
    - use majority rule
    - rating critical incidents
- Graphic 4**      **Conduct Review**
- Graphic 5**      **Prepare the Task-Based Written Report**

**Hand-Out Attached**

## HAND OUT FOR DATA ANALYSIS AND REPORT PREPARATION LESSON PLAN

This hand out illustrates how T&E Outline ratings, comments on the EPDR Summary and comments on the task-based written report are related. In the T&EO excerpt below, 1st Platoon, A Company received an UNSAT on use of bounding overwatch. E/C comments show which element of the platoon caused the rating, and when in the exercise it happened. During discussions in the exercise review, reasons for the rating are included in the "Diagnosis" column of the EPDR Summary. This information is repeated, along with training recommendations in the task-based written report prepared for the unit.

Excerpt from:

### REFORMATTED T&E OUTLINE

UNIT: Tank/Mechanized Infantry Platoon

MISSION: Movement to Contact

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
mortar fire is available upon request. Light resistance may be encountered during movement. Prepare for and conduct the move- Excerpt from:	b. Platoon uses proper traveling techniques:			
	1. traveling when contact is not likely,			
	2. traveling overwatch when contact is possible, and			
	3. bounding overwatch when contact is expected.	over watch element, on move to obj walnut		X

EPDR Summary				
Co Event	Plt Event	Problem	Diagnosis	Recommendation
Begin movement to obj walnut; began encounter light OPOR resistance	1. Move to and secure obj walnut	OPFOR in vicinity of obj walnut destroyed bounding element	Cocor - ON 1 Plt LOI - Chose wrong terrain for overwatch element - could not deliver effective suppressive fire on OPFOR - range too far for upno, did not report range problem to platoon ldr	PL - Review FM on use of bounding overwatch, Crew Chiefs - review range estimation procedures

Excerpt from:

### TASK-BASED WRITTEN REPORT

#### Feedback Report

Unit: 1st Platoon, A Company, 2/63 Armor

Task: Bounding overwatch

Problem/ Used wrong terrain for the overwatch element, was not enough cover for overwatch  
Diagnosis: to get weapons in range of expected OPFOR position.

Training Review How to Fight Manual, FM 71-1 , on use of bounding overwatch.  
Recommendations: Check TCs to make sure they can accurately estimate distances in the field.



**Lesson Plan No. 13**

**Title:** Post-Exercise Critique

**References:**

**Equipment and Instructional Aids:** VU-Graphs, Projector

**Personnel:** 1 Instructor

**Type of Instruction:** Lecture

**Objectives:** 1. Identify sources of information for the critique from the post-exercise E/C meeting.

2. Describe the activities in conducting a post-exercise critique.

**Outline:** A. Purpose of Post-Exercise Critique

B. Intermission from post-exercise E/C meeting.

C. Conduct of the critique.

1. Battle reconstruction

a. SOE driven

b. E/C then senior E/C

c. EPPR sheet as product

2. Review written report

a. Task-based feedback

b. Discuss points for remedial training

c. Present training objectives

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## NARRATIVE

### Post-Exercise Critique

The exercise review and its products provide the basis for the post-exercise critique. This critique is chaired by the senior E/C. The company commander and platoon leaders will attend. Platoon sergeants and key NCOs may be brought in as well.

In this meeting, all the E/Cs present their observations, evaluations and recommendations. By organizing the information around tasks rather than events, you will be indicating what kind(s) of training will be needed to correct deficiencies. Let's look at how you can organize your observations into task-based feedback.

#### \*\*\* Graphic 1: "Data Integration and Analysis" \*\*\*

The last lesson developed procedures to be followed in analysis of data and preparation of the task-based written report. The exercise was reconstructed on an event-by-event basis. This produced a diagnosis of deficiencies and recommendations for training, which you recorded on the EPDR sheet.

#### \*\*\* Graphic 2: "Event-Problem-Diagnosis-Recommendation Sheet" \*\*\*

You then used the event-based diagnosis and the T&E Outlines to complete a task-based written feedback report.

#### \*\*\* Graphic 3: "Matrix Reports" \*\*\*

The post-exercise critique will use results of these steps to provide feedback to unit leaders face-to-face.

#### \*\*\* Graphic 4: "Integration/Analysis→Home Station Diagram" \*\*\*

#### \*\*\* Show Analysis Block \*\*\*

Looking at the slide, you will notice that the box labeled "Data Analysis/Report Preparation" corresponds to the steps you followed in the last lesson to produce the company-level SOE, event-problem-diagnosis-recommendation table and the task-based written report. All of these products are used in the post-exercise critique.

Next, review the reconstruction of the battle made in the prior session. Have a large map section or sandtable set up. Use symbols to mark the starting position of each unit. Start with the first event on your SOE. Let the E/Cs comment in turn on their respective platoon's performance. Have an empty event-problem-diagnosis-recommendation table laid out for the parent unit and for each subunit on a chalkboard. When all subunit (platoon) E/Cs have made their comments, the senior E/C should summarize the comments in each cell for subunits involved in the action. He then comments on the company's overall performance and fills in the appropriate row for the company. Encourage unit members to participate in this discussion. Have them explain why they chose certain actions, and the considerations that led them to their decisions. You should not, however, let your ratings be swayed by these explanations.

When you have reviewed this reconstruction of the battle, you will have presented an event-based listing of problems, diagnoses and recommendations to the performers. You can now translate these diagnoses into recommendations for remedial training.

\*\*\* Graphic 4: "Integration/Analysis—Home Station Diagram" \*\*\*

Task-based feedback is documented in your written reports. The post-exercise critique permits two-way exchange of information between E/Cs and unit members. It serves to reinforce and clarify points made in the task-based written report and this discussion should be held as soon after the exercise as possible.

In your task-based written report, you tried to explain to the unit leaders with their performance problems are and how you think they can correct them. In this final phase of the post-exercise critique, you are trying to do the same thing, only orally. Use your task-based written report as an outline and discuss each of the performance deficiencies listed on the event-diagnosis table in terms of the T&E Outline task that it falls under. Then discuss points of emphasis in remedial training in order to correct the identified problems and deficiencies.



Finally, working with unit leaders, develop an agenda of training objectives based on performance deficiencies, and recommendations for how the unit should pursue these training objectives.

**\*\*\* Graphic 4: "Integration/Analysis—Home Station Diagram" \*\*\***

Before dismissing the unit leaders, inform them that they will receive a typed copy of the task-based written report and the T&EOs.

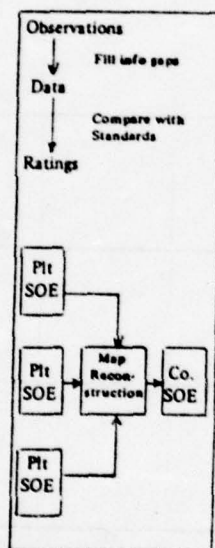
## GRAPHICS ANNEX

### Post-Exercise Critique

#### Graphic 1 Four Feedback Loops

1. Instruction by Peers
2. E/C Critiques
3. Task-Based Written Reports
2. E/C Critiques should be highlighted to show that this lesson is talking about one of the four major feedback loops, i.e., E/C critiques.

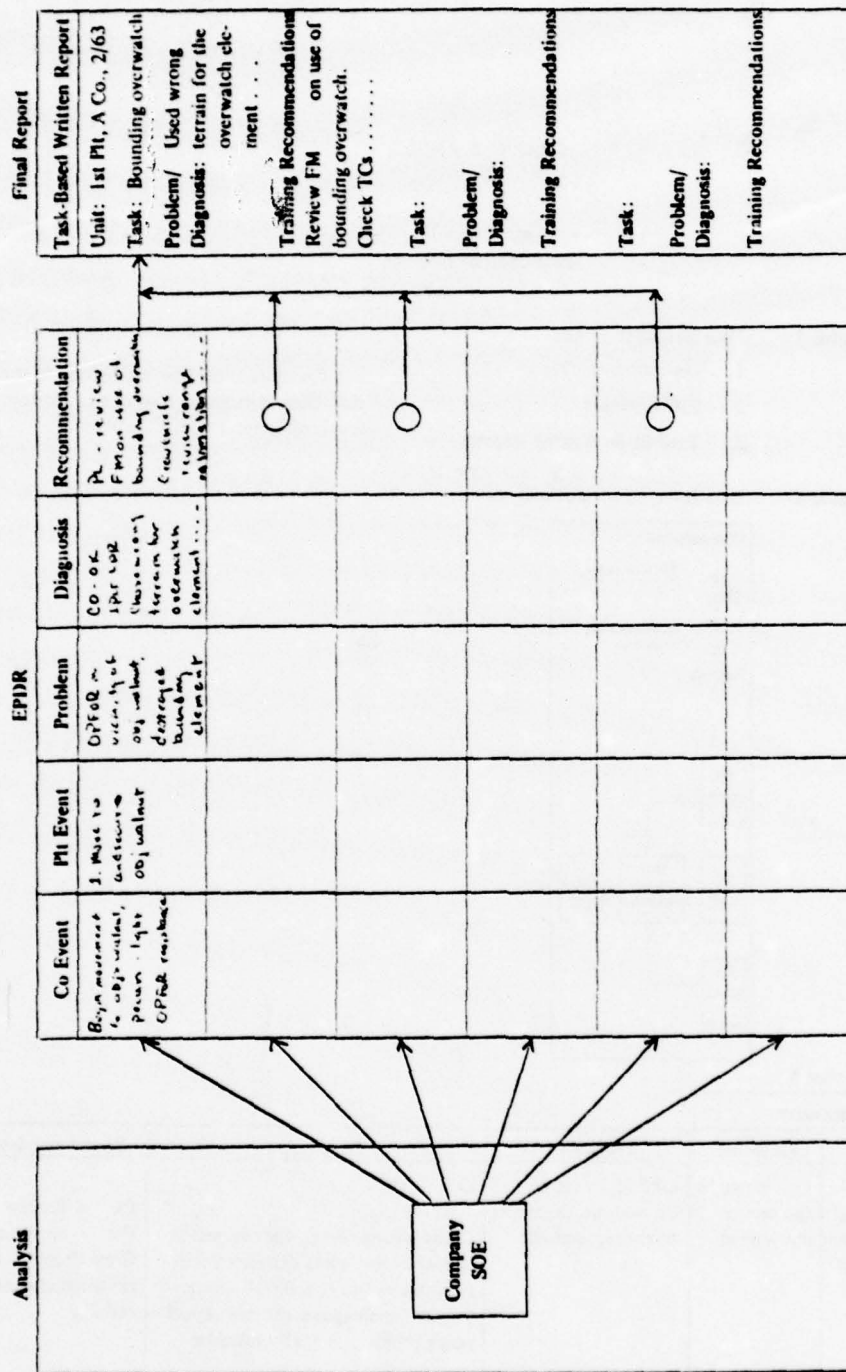
#### Graphic 2 Data Integration and Analysis



#### Graphic 3

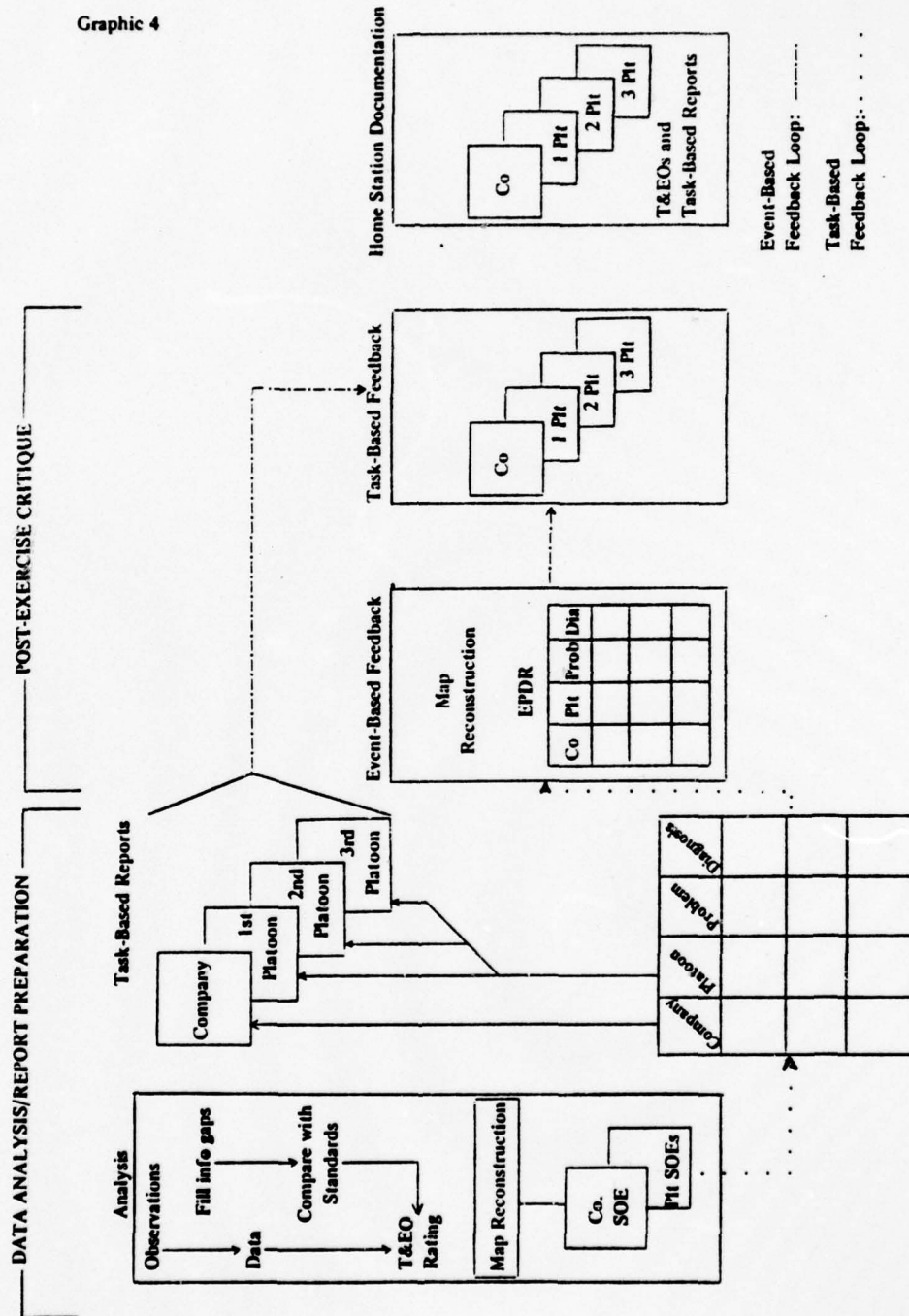
EPDR Summary				
Co Event	Pit Event	Problem	Diagnosis	Recommendation
Begin movement to obj walnut, pecan, light OPFOR resistance	1. Move to and secure obj walnut	OPFOR in vic of obj walnut, destroyed bounding element	Co - OK 1 plt ldr - Chose wrong terrain for overwatch element—could not deliver effective suppressive fire to OPFOR—range too far for weapons, did not report range problem to platoon leader	PL - Review FM - on use of b.o. Crew Chiefs - review range estimation procedures

Graphic 3: Preparing the Task-Based Written Report





Graphic 4



**Lesson Plan No. 14**

**Title:** Exercise Rehearsal (Map)

**References:**

**Equipment and**

**Instructional Aids:** Map or sandtable, acetate overlays, movable symbols, OPORDs, company and platoon SOEs, T&EOs, OPFOR plan.

**Personnel:** 1 Instructor

**Type of Instruction:** Practical Exercise

**Objective:** Conduct a map rehearsal of exercise to coordinate E/C plans for player action, communication, control simulation and observation.

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## **NARRATIVE/PROCEDURES**

### **Exercise Rehearsal (Map)**

The purpose of this module is to allow E/Cs to visualize how the exercise is to be run and to make any needed corrections to your plan before going to the field.

Under the direction of the senior E/C, you talk through the exercise, playing the sequence of events for each exercise mission on the map/terrain board. The map exercise is the only opportunity all E/Cs will have to see where all tactical elements and evaluators will be throughout the exercise. Plans made here should be checked again during terrain reconnaissance.

We will start the exercise on a map/terrain board, and talk through the company and platoon(s) sequence of events that you have prepared.

Each E/C moves the symbols of the unit he will be with through the moves you expect of them during the exercise. The OPFOR E/C will do the same for his unit. As you move through each event, review verbally the notes you have in each row of your SOE. Once you are satisfied that your control, communication, simulation and observation plans for that event are workable, move on to the next event in the sequence. E/Cs critique each other's plans and plan their communications procedures. Plans will be further checked out during the terrain reconnaissance.

Refer to the checklist we have posted to help you determine if you have enough information and the right information in your SOE sheets.



## GRAPHIC ANNEX

### Exercise Rehearsal (Map)

(Checklist to be posted for reference during exercise.)

#### Graphic 1 For Each SOE Event:

1. Move Unit Symbols Over Expected Route
2. Move Symbols Over Expected Route
3. Check SOE Columns For:
  - a. Player Actions:
    - Does everybody understand what your unit will be doing?
    - What possible alternate actions or routes could your unit take?
  - b. Control
    - What are the boundaries, checkpoints, or phaselines that affect your unit during this event?
    - Do you see any possible control problems?
    - Have you planned your actions for expected control problems?
    - Do you plan any communications with other E/Cs on this event?
    - Any special times, locations or cues for E/C communication?
  - c. Simulation
    - What pyrotechnics do you need for this event?
    - Specific times and locations for pyrotechnic use.
    - Any E/C communications planned to accomplish simulations?
    - Any E/C coordination planned?
  - d. Observation
    - What T&E items will you observe/evaluate on this event?
    - Do you require other E/Cs or OPFOR E/C to help you observe unit on this event?
    - E/C coordination plans made for locations, time, signals?
    - Any ratings of continuous actions during this event?

## **Lesson Plan No. 15**

**Title:** Terrain Reconnaissance

### **References:**

#### **Equipment and**

**Instructional Aids:** One vehicle and radio for each E/C, maps, overlays, E/C net callsigns and frequency, SOE, T&EOs.

**Personnel:** 1 Instructor

**Type of Instruction:** Practical Exercise

- Objective:**
- (1) Conduct terrain reconnaissance to familiarize E/C group and OPFOR leaders with exercise terrain.
  - (2) Make final check of all SOE plans and equipment.
  - (3) Make necessary adjustments to plan.

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## NARRATIVE/PROCEDURES

### Terrain Reconnaissance

The terrain reconnaissance involves a walk/ride over terrain selected for the missions. General plans and instructions have been developed by the exercise planners, and reviewed during the sandtable/map exercises.

OPFOR E/C and the OPFOR leader should be a part of the reconnaissance party. They should physically reconnoitre positions assigned to them, likely routes the unit in training will take, and communications and signals to be exchanged between the E/C with OPFOR and the senior E/C.

E/Cs should start in their assembly areas, and move along expected routes of the evaluated units. The senior E/C should direct the ride through the terrain according to his company SOE. In turn, platoon E/Cs should check their communication, simulation and observation plans on their SOEs to see if any adjustments need to be made because of terrain. Special attention should be paid to plans for coordinated observations. Try to visualize how the sequence of events be executed in the exercise. Make the same checks of the SOE that were made in the map/terrain board exercise. Make sure you can translate map and overlay check-points, boundary lines, phaselines and locations on the terrain. Move through the terrain, keeping the distances between E/Cs at what you expect them to be during the exercise. If E/Cs will have ¼-tons as vehicles, check for places where they will not be able to follow tracked vehicles, and identify alternate routes and vantage points for observation. Check planned communication and coordination points for location and fields of observation. OPFOR E/C should identify routes by which he can move OPFOR unit to alternate positions if necessary. Check fields of observation where E/Cs require other E/Cs or the OPFOR E/C to make observations and evaluations of units. Look for suitable areas to hold post-mission critiques, and pre-mission critique meetings if they have been planned.



**Section IV:**

**SUMMARY OF FIELD GUIDANCE DEVELOPMENT ACTIVITIES:  
SECOND PROJECT PHASE**

## SUMMARY OF FIELD GUIDANCE DEVELOPMENT/REVIEW ACTIVITIES SECOND PHASE

### Introduction and Background

This annex describes the activities of HSR, ARI, and Army elements in reviewing, this testing and revising field guidance products for the second project phase. It outlines the original research effort proposed and traces the evolution of the platoon and company-level Program of Instruction (POI) through the course of the second project phase. It presents results of first phase product reviews by active and reserve component elements. It describes the development and testing of platoon-level guidances, and it relates the results of both review and testing activities to refinement of the guidance as reflected in second phase products.

The Field Guide developed during the first project phase consisted of a Senior Command/Staff Module and an Evaluator Module. Both of these documents contained guidance that was oriented towards the battalion level; the Senior Command/Staff Module was directed towards battalion-level training managers and exercise planners, while the Evaluator Module provided guidance and a POI for evaluator/controllers (E/Cs) in battalion-size ARTEP exercises. This focus at battalion-level resulted from first year field observations being limited to battalion ARTEP exercises. Consequently, the proposed methodology for the second project year also focused on refinement and validation of this guidance at the battalion level.

The following steps for validating the Phase I Field Guide were envisaged for the second project phase:

- Initial revision of the first generation Field Guide after review and consultation with key doctrinal organizations.
- Conduct of a field validation test and further refinement of the Guide in conjunction with operational and unit experience based on use of the Guide in an actual battalion task force ARTEP evaluation.

- Analysis of field trial data and incorporation of results, together with inputs from consulted agencies, in a second generation Tank/Mechanized Infantry Task Force ARTEP Evaluation Field Guide.

As second phase work began, the steps outlined were accomplished in parallel rather than sequentially. Activities were clustered around two major pursuits: review of phase one products, and development and testing of platoon-level guidance derived from phase one battalion-level guidance.

### **Review of Phase One Field Guidance**

The field guidance products of phase one were designed to help correct errors, omissions, and inconsistencies observed in the planning, preparation, and conduct of battalion ARTEP exercises. ARI and HSR realized that feedback from Active Army agencies concerning the guidance was both desirable and necessary for the revision and refinement of phase one products. However, phase two scheduling precluded waiting on staffed comments before field testing of guidance. Questionnaires were developed for each phase one product: the Senior Command/Staff Module and Evaluator/Controller Group Module (Appendix 1). After the questionnaires were approved by ARI, respondent agencies were selected and questionnaires distributed through the sponsor's representative. Responses were not received in time to use their results and comments for revisions to the POI that was field-tested. The responses and comments were used in conjunction with field test results to make revisions for final phase two field guidance products. Figure 1 portrays the sequence and relative timing of events for the review process.

### **Platoon-Level Guidance Development and Testing**

Early in the second project phase, ARI's sponsor representative at TRADOC was changed. Initial coordinating meetings with the new Army Training Board (ATB) sponsor established a need for field guidance for use in training and evaluation settings at echelons below battalion; specifically, platoon and company levels.



The need for company and platoon guidance was predicated on these considerations:

- The bulk of a unit's training resources are devoted to training at company and platoon echelons.
- Battalion-level exercises are conducted too infrequently to rely on them for company/platoon-level feedback.
- Battalion-level operations are so complex that specific, comprehensive feedback at platoon/company level is difficult to guarantee.

For these reasons, it was decided that field guidance had to be made responsive to the needs of platoon/company-level trainer/evaluators. Therefore, the focus of second phase guidance development and testing activities were shifted to accommodate a platoon-level ARTEP exercise.

The logical progression for field validation of the platoon-level guidance was to follow the steps originally proposed: locate a test unit, be integrated into exercise planning using HSR guidance, conduct the HSR developed E/C POI, and assess results of guidance and POI impact by observation during the conduct of the exercise.

Because of Active Army commitments to support Army Reserve (USAR) and National Guard (ARNG) training, no active component units were available as test units. However, ARNG units were available as test units because their annual training often includes ARTEP exercises. These exercises were planned by USAR Maneuver Training Commands and the request of participating ARNG units.

Arrangements were made with the 80th Division Maneuver Training Command (MTC) for HSR to participate in the preparation and conduct of the platoon-level ARTEP exercise. Coordinating meetings between HSR and the 80th MTC established the following arrangements.<sup>1</sup>

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<sup>1</sup> HSR gratefully acknowledges the invitation extended by COL Donald Bartlett, Commander, 80th MTC, to work with the 80th MTC in testing of HSR's field guidance.

- HSR would modify the battalion-level POI to a platoon-level POI.
- HSR would meet with MTC to review the platoon POI prior to presentation.
- HSR and MTC would present the POI to members of the 80th MTC selected as E/Cs for the upcoming evaluation of elements of the 218th Infantry Brigade, South Carolina National Guard.
- MTC would provide formal feedback to HSR on the platoon POI and Planning Guidance via HSR-supplied questionnaires.
- HSR would observe the 80th MTC conduct of armor and mechanized infantry platoon evaluations at Fort Stewart, Georgia, in July and August.

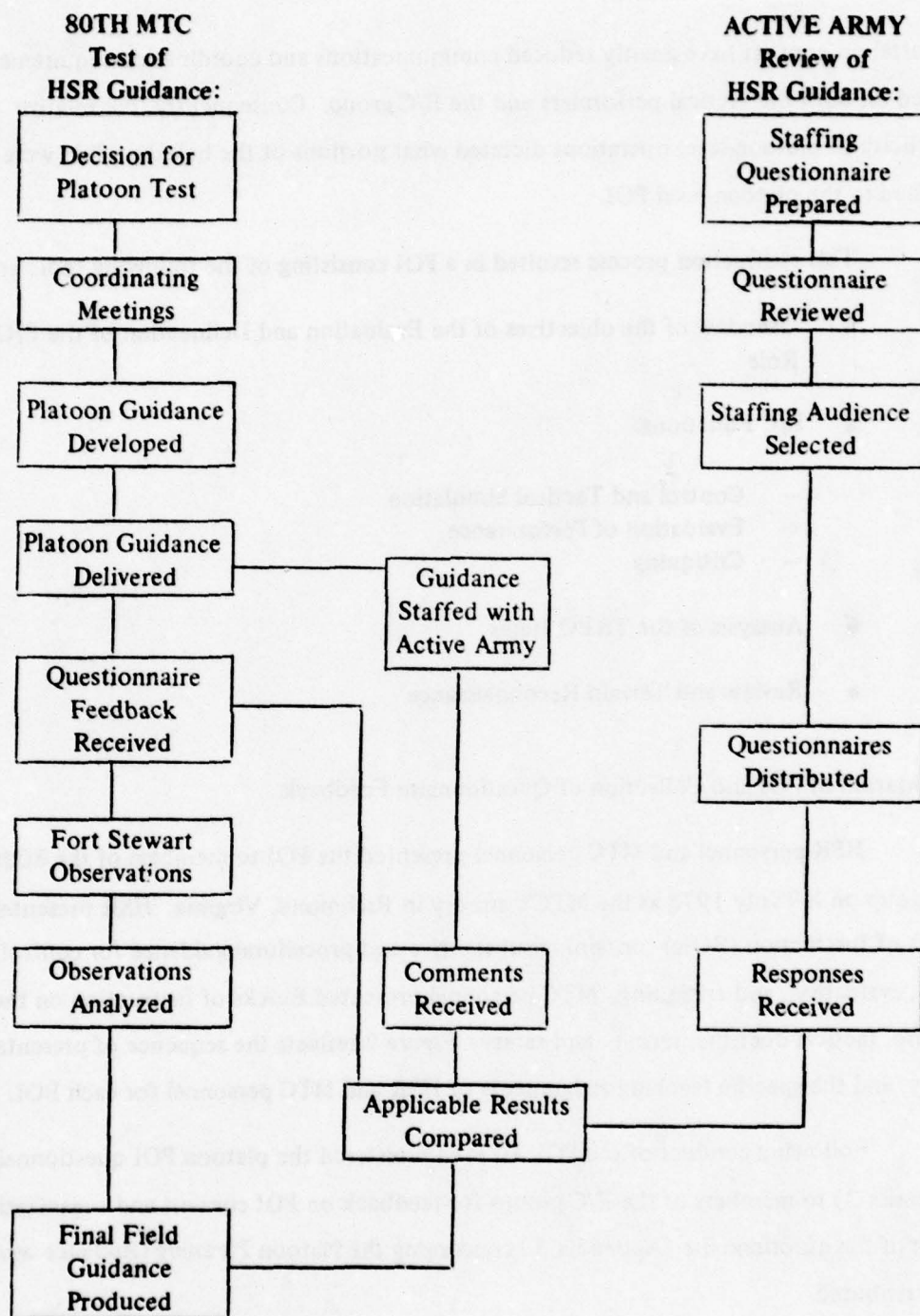
The accomplishment of the joint HSR/80th MTC activities in time frame relative to phase one field guidance review is portrayed in Figure 1.

Through ARI, arrangements were made to staff an initial version of the platoon-level POI with Active Army elements for comments. These comments were to be used as additional feedback information for final revisions of phase two field guidance products.

#### **Revision of POI to Platoon Level**

Revision of the POI to platoon level was basically an abstraction of those portions of the battalion-level POI which were pertinent to platoon E/Cs and the addition of details from the 80th MTC's Evaluation Plan. This revision also had as a key objective the simplification of the POI narrative and presentation to make it more easily understandable to operational personnel.

The nature of platoon-level operations and the more compact structure of the platoon were the bases on which the platoon-level POI was abstracted from the battalion POI. In general terms, platoon-level operations involve a great deal of hands-on performance and rapid maneuver while information processing tasks are relatively few in comparison to battalion operations. Additionally, platoon-size exercises conducted outside the company



**FIGURE 1: Flow of Events for Project Phase Two--  
Field Guidance Review and Testing**



or battalion context have greatly reduced communications and coordination requirements placed on both the tactical performers and the E/C group. Consequently, the relative simplicity of platoon-level operations dictated what portions of the battalion POI were retained in the platoon-level POI.

This abstraction process resulted in a POI consisting of the following topic areas:

- Overview of the objectives of the Evaluation and Delineation of the E/C Role
- E/C Functions:
  - Control and Tactical Simulation
  - Evaluation of Performance
  - Critiquing
- Analysis of the T&EO Items
- Review and Terrain Reconnaissance

#### **Presentation of POI and Collection of Questionnaire Feedback**

HSR personnel and MTC personnel presented the POI to members of the 80th MTC's E/C group on 8-9 July 1978 at the MTC's armory in Richmond, Virginia. HSR presented the Blocks of Instruction (BOIs) containing substantive and procedural guidance for control, simulation, evaluation, and critiquing. MTC personnel presented Blocks of Instruction on the scenario, tactical doctrine, terrain, and safety. Figure 2 reflects the sequence of presentation, by day, and the specific teaching assignments of HSR and MTC personnel for each BOI.

Following conduct of the POI, HSR administered the platoon POI questionnaire (Appendix 2) to members of the E/C groups for feedback on POI content and organization. Copies of the questionnaire (Appendix 3) concerning the Platoon Planning Guidance were also distributed.

#### **Fort Stewart Exercise Observational Methods**

From 31 July to 10 August, 80th MTC conducted evaluations of several subelements

**FIGURE 2: Sequence of Presentation: Platoon POI**

	Topic	Instructor
Ft. Stewart Day 1	<b>BOI 1: Overview</b>	
	1. Introduction	HSR
	2. Overview of ARTEP Evaluations	HSR
	3. Overview of Field Evaluation Exercises	HSR
	4. Introduction of Evaluation Plan and E/C Assignments for Fort Stewart	MTC
	<b>BOI 2: Session 1: Control and Simulation Functions</b>	
	1. Methods of Control	HSR
	2. Simulation	HSR
	3. Evaluator Communications	HSR
	4. Safety	MTC
	<b>Session 2: Evaluation of Performance</b>	
	1. Components of Evaluation:	
	a. Observation	HSR
	b. Recording/Rating	HSR
	c. Critiquing	HSR
	2. Conduct of Post-Mission Critiques	HSR
Ft. Stewart Day 2	<b>BOI 3: Session 1: Analyzing the T&amp;EO Items</b>	
	1. Observations/Evaluations by a Single E/C	HSR
	2. Observations/Evaluations Coordinated Between E/Cs	HSR
	3. Reformatted T&E Outlines	HSR
	<b>Session 2: Planning Exercise</b>	
	1. Fort Stewart Scenario	MTC
	2. Tactical Review	MTC
Ft. Stewart	3. Detailed Planning	MTC
	<b>BOI 4</b>	
	1. Review of Missions and Terrain Reconnaissance	MTC

of the 218th Infantry Brigade, South Carolina National Guard. HSR observation efforts focused on the Armor and Mechanized Infantry Platoon exercises. Movement to Contact, Hasty Attack, and Defense missions were evaluated for tested armor platoons. Movement to Contact, Hasty Attack and Prepare Strongpoint missions were evaluated in Mechanized Infantry Platoon exercises. OPFOR personnel were supplied from 24th Infantry Division. In each case, the OPFOR was composed of both Armor/Mechanized Infantry Platoon elements.

Simultaneous demands on the 80th MTC personnel limited E/C assignments to one individual traveling with the evaluated unit and one E/C with the OPFOR. In one case, there was an extra E/C assigned to the armor problem, who divided his time between traveling with the OPFOR and with the evaluated armor platoon. His responsibility was not firmly delineated.

Unit E/Cs and OPFOR E/Cs were either captains or majors with prior combat experience.

E/Cs were assigned dedicated ¼-ton vehicles with drivers. In the mechanized infantry exercises, unit E/Cs divided their time between observing from the ¼-ton and traveling in the platoon leader's APC. Armor Platoon E/Cs were restricted to observing from their assigned vehicles.

During the 31 July to 10 August period, the HSR person observed 80th MTC final preparations for the platoon-level evaluations, and accompanied 80th MTC personnel during terrain reconnaissance. The purpose of observations during this period was to check for possible differences between 80th MTC activities and those prescribed by the HSR E/C POI. Lane assignments and other HSR activities are shown in Figure 3.

From 7-10 August, additional HSR personnel also observed the armor and mechanized infantry platoon exercises. HSR assignments to exercise for this period are presented in Figure 3. Objectives of HSR observations during platoon exercises were to determine if POI content, as taught, was accurately reflected in what 80th MTC personnel did as E/Cs.



**FIGURE 3: Fort Stewart Exercise Activities  
and HSR Observer Assignments**

<b>Date</b>	<b>Activity</b>	<b>HSR Observation</b>
31 July	Mechanized Infantry Reconnaissance	One observer with E/C
1 August	Armor Reconnaissance	One observer with E/C
2 August		
3 August	Armor Platoon ARTEP	One observer with OPFOR
4 August	Armor Platoon After-Action Report Preparation	One observer
7 August	Armor Platoon ARTEP	One observer with senior E/C One observer with OPFOR
7 August	Mechanized Infantry ARTEP (South Lane)	One observer with senior E/C
8 August	Mechanized Infantry ARTEP (South Lane)	One observer with senior E/C
	Mechanized Infantry ARTEP (North Lane)	One observer with senior E/C One observer with OPFOR
9 August	Interviews with E/Cs	All HSR personnel
10 August	Final Critique	All HSR personnel

During the exercise, HSR observers traveled with their assigned E/Cs. HSR developed a checklist matrix (Appendix 4) of possible E/C activities portrayed in the POI over the sequence of events for each exercise. As the respective E/Cs performed their tasks, HSR made records of their actions on the checklists. E/C use of the reformatted T&E Outlines was also observed.

### **Analysis of Feedback and Observations**

#### **Introduction**

The development and testing of platoon-level guidance and review of project phase one field guidance products provided six separate sources of feedback for review and analysis:

- Questionnaire feedback from Active Army respondents on the Senior Command/Staff Module and the Evaluator/Controller Module.
- Questionnaire feedback from 80th MTC respondents on the Platoon Planning Guide and Platoon POI.
- Staffing comments from Active Army respondents on the Platoon POI.
- HSR observations from 80th MTC evaluator/controller actions during the Fort Stewart Exercises.

HSR had three objectives in the review and analysis process.

One objective was to summarize and analyze specific reactions and responses to the individual guidance products, as reflected in the questionnaire responses, or in Fort Stewart observations.

A second objective was to, when possible, examine cumulative respondent reactions to topics or areas presented in more than one guidance document. It was of interest, for example, to determine how much consensus there was across respondent groups in their reactions to the HSR proposed reformatted T&E Outlines. There were few direct

comparisons that could be made between platoon and battalion levels of guidance and their respective respondent groups' reactions to that guidance. The primary reason for few direct comparisons is that the guidance documents (battalion and platoon) represented different stages of developmental thinking. The platoon-level guidance was considerably more detailed in its treatment of topics than the battalion-level guidance. The different levels of detail present in the guidance were also reflected in the questionnaires developed to assess each product. In the case of the platoon-level POI, the questionnaire was also sensitive to the audience. 80th MTC personnel were highly experienced in planning and conducting ARTEP exercises. HSR wished to capitalize on that experience by asking many questions concerning the practical feasibility of implementing suggestions made in the guidance. These questions were not as prevalent in the battalion-level questionnaire.

The third and most important objective was to consolidate all questionnaire results, staffing comments, and Fort Stewart observations into identifiable points in the guidance that would require refinement or revision prior to constructing the final products of the second project phase.

#### **Respondent Group Characteristics**

Specific results from questionnaires on the different guidance products is presented in the next section. When reviewing those results, it is important to consider the backgrounds and experiences of the different respondent groups. A short description of each respondent group follows.

##### **80th MTC Respondents**

The 80th MTC's primary mission is to conduct ARTEP evaluations. When reviewing the characteristics of 80th MTC personnel, their credentials bear them as being highly qualified to conduct that mission. Of the questionnaires distributed, eight Platoon POI questionnaires and four Platoon Planning Guidance questionnaires were returned. Respondents to the Platoon Planning Guide questionnaire did not list their levels of experience.



Conversations with 80th MTC indicated that their senior personnel responded to the questionnaire. Respondents to the Platoon POI questionnaire had spent an average of two years ( $\bar{x} = 2.1$  years) on active duty and ten years ( $\bar{x} = 9.9$  years) on reserve duty. Approximately 40% of the respondents had combat experience. For the evaluation team, the members who responded had participated in over 68 ARTEP evaluation exercises, with an average of 14 exercises per team member. Thus, as noted above, the team had a high level of expertise and experience.

#### **Active Army Respondents—Battalion Guidance**

Phase one battalion level products and questionnaires were distributed to twelve major Army headquarters and service schools. Ten usable questionnaires were returned. Branch of respondents were distributed as follows: Infantry – 40%, Armor and Signal Corps – 20%, Field Artillery and Engineer – 10%. Specific information concerning grade and experience level of respondents was not collected. Return correspondence from respondent headquarters indicates, however, that most questionnaires were answered by members of headquarters or senior staff elements.

#### **Active Army Respondents – Platoon POI**

Copies of the Platoon POI delivered to the 80th Maneuver Training Command (80th MTC) personnel were also sent to the infantry and armor schools, requesting that persons with recent company command experience in combined arms units be solicited for comments. Thirteen responses were returned. 54% of respondents were Armor officers and 38% were Infantry officers. Of those listing their rank, 88% were captains. Reporting of experience in ARTEP exercises was incomplete. Those reporting ARTEP exercise experience had participated both as leaders and as evaluator/controllers.

## Results

### Senior Command/Staff Module and Platoon Planning Guidance

The Senior Command and Staff Module (SCSM) and Platoon Planning Guidance (PPG) addressed several issues that are central to the planning and conduct of ARTEP evaluation exercises. The questionnaires collected general reactions to the guidance content. They also solicited reactions concerning the feasibility of implementing the guidance, and the projected impact of the guidance on efficiency of conducting exercises. Several topic areas in the two guidance documents were similar enough to allow for comparison of the Active Army and 80th MTC reactions. These topic areas are reviewed below.

**Distribution of the Evaluator/Controller Teams.** Both guidance documents addressed the distribution of the E/C team across elements of the evaluated units. The guidance specifically recommended that no less than half the E/C team should be allocated to sub-elements of the evaluated unit. Table 2 summarizes the responses to the guidance.

TABLE 2

TOPIC	ACTIVE ARMY-SCCM	80TH MTC-PPG
No less than half of the E/C team should be assigned to evaluate the lower echelons of the evaluated unit.	Agree - 6 Disagree - 2	Agree - 3 Disagree - 1

Both respondent groups agreed with the recommended guidance. 80th MTC respondents also felt that the implementation of this recommendation was definitely feasible (3 of 4) and that it would enhance the efficiency of evaluators if implemented (3 of 4).

**Scenario Construction.** This portion of the SCSM and PPG discussed the choice of numbers of missions to include exercise scenarios and the sequence of the missions chosen. Emphasis was placed on limiting the number of missions to six and sequencing them in a tactically realistic manner. Table 3 summarizes responses to those topics.

TABLE 3

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Keep scenario to six missions	Agree - 7 Disagree - 1	Agree - 3 Disagree - 1
HSR guidance on workability and realism enhanced ARTEP 71-2 guidance.	Agree - 7 Disagree - 1	Agree - 3 Disagree - 0
Value of discussion:	Useful, retain - 6 Some value - 2 No value - 0	Feasible? 4-0-0 <sup>1</sup> Efficiency 3-1-0 Consistency 4-0-0

As the responses indicate, both Active Army and 80th MTC groups reacted favorably to the discussions in the SCSM and PPG. This appeared to indicate that those topics were worthy of retention in the final products.

**Exercise Control and Tactical Simulation Procedures.** In this section, several topics were discussed (distinction between evaluation and control functions, minimizing control requirements, simulation control, OPFOR ratios, etc.) that were not given detailed treatment in available Army literature. Table 4 indicates the responses at the different elements to the inclusion of those topics.

TABLE 4

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Tips for exercise control and tactical simulation enhance FM 105-5, Maneuver Control Guidance	Agree - 4 Disagree - 0 Missing - 4	Agree - 4 Disagree - 0
Value of discussion:	Useful, retain - 5 Some value - 3 No value - 0	Feasible 3-1-0 Efficiency 3-1-0 Consistency 2-2-0

Of those responding to the question, there was a favorable reaction to the topics discussed. Active Army respondents felt the discussion was worth retaining. 80th MTC respondents felt the tips could be implemented and would help evaluator efficiency. Further, they commented that the guidance was consistent with that provided by their own senior personnel.

<sup>1</sup>Numbers presented in these and similar cells represent responses to three scalar items in the instrument: e.g. "Feasible" refers to a scale item concerning the practical feasibility of implementing the guidance. Respondents could answer in three ranges: highly feasible; moderately feasible; and unlikely/unfeasible. Thus, 4-0-0 indicates four responses in the highly feasible range, and none in the moderately feasible or unlikely/unfeasible range. See Appendix 2 for full illustrations of all scales.



**Organizing and Using the E/C Group.** A recurring theme in HSR phase one guidance was the diagnostic nature of the ARTEP evaluation exercise, and how the concept deserved emphasis. Table 5 summarizes the respondents' reaction to that emphasis.

**TABLE 5**

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Senior commanders should stress diagnostic aspects of exercise to E/C group	Agree - 8 Disagree - 0	Agree - 4 Disagree - 0
Value of discussion:	Useful, retain - 5 Some value - 3 No value - 0	No comparable data

Responses indicated an unanimous agreement on placing command emphasis behind the diagnostic nature of the exercise. Active Army respondents were less emphatic about the value of the discussion, but the majority opted for its retention in future guidance.

**Evaluation Plan—Structure of E/C Group.** Phase one observations of field exercises often revealed a relatively unstructured E/C group, assigned to units by convenience. Further, simulation via pyrotechnics was accomplished "when possible," and did not appear to have been well planned. To help alleviate these problems, HSR recommends in SCSM and PPG guidance a quite formalized E/C structure and provided for a separate control/simulation element to better enact the simulation functions. Table 6 summarizes the reactions to HSR recommendations.

**TABLE 6**

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Evaluation Plan should structure E/C group and provide for control/simulation element.	Agree - 6 Disagree - 2	Agree - 2 Disagree - 1 Missing - 1
Value of discussion:	No comparable data	Feasible 2-1-1 Efficiency 3-1-0 Consistency 2-2-0

As responses indicate, there was a majority agreement that the E/C group should be structured, and E/C subgroups be formalized at lower echelons. Those disagreeing commented on the capability of being able to provide the extra resources necessary to staff a separate control/simulation element. This feeling is reflected in 80th MTC's judgments about the feasibility of implementing a separate control/simulation element.

**Training the E/C Group.** Two areas were selected for inquiry on training the E/C group. The first area dealt with the HSR recommended time for conduct of an E/C school. The second asked about the usefulness of the guidance presented on integrating ratings, which was absent from E/C training observed in phase one. Table 7 presents the responses to the SCSM and PPG guidance.

TABLE 7

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG	
E/C school should be 3½ to 4 days	Agree - 4	E/C school should be 2 days	Agree - 3
	Disagree - 4		Disagree - 1
The guidance should promote uniformity in integrated ratings	Agree - 6		Agree - 4
	Disagree - 0		Disagree - 0
	Missing - 2		

As revealed in the responses, there was considerable disagreement by Active Army respondents concerning the length of the E/C school. Narrative comments were mixed. Some respondents reacted to the length by stating in the "real world" such time is never and never will be allowed for E/C training. Others felt that it may take longer to train inexperienced E/Cs. In terms of content, however, there was a general consensus that the guidance provided on integrating ratings would be helpful.

**Facilitating and Monitoring Performance of the E/C Group.** Two areas were considered important in the context of facilitating and monitoring the performance of the E/C group. One was that senior commanders should observe the E/C group and not the evaluated unit. The second was the recommendation that E/Cs should essentially critique themselves, their training and procedures so that the evaluation process could be improved. Reactions to these recommendations are presented in Table 8.

TABLE 8

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Senior commanders focus on the E/C group, not on performing unit	Agree - 6 Disagree - 2	Agree - 3 Disagree - 1
E/Cs should critique their training procedures and support after the exercise	Agree - 8 Disagree - 0	Agree - 4 Disagree - 0
Value of discussion:	Useful, retain - 5 Some value - 2 No value - 1	Feasibility 3-1-0 Efficiency 3-0-1 Consistency 3-0-1

Results show that the majority of both groups felt that the senior commanders should focus on the E/C team. No comments were supplied by those who disagreed. There was total consensus on the recommendation for E/C critiques of the evaluation process in post-exercise meetings. The majority of Active Army respondents felt the discussion should be retained, and the experienced 80th MTC group thought the guidance was feasible to implement, would improve their job efficiency as evaluators, and was consistent with their normal practices.

**Battalion-Level E/C Handbook and  
Platoon POI-Reformatted T&E Outlines**

An area of special comparative interest was the reception of HSR's proposed T&E Outlines (T&EOs) by both the Active Army and the 80th MTC respondents. Field observations and analysis during project phase one revealed little constructive use of the T&EOs in the field as data collecting and performance rating instruments. There was no space in the outline for recording of comments by evaluators. Further, many task dimensions were collapsed into one rating of SAT/UNSAT. In many cases, it was impossible to make unidimensional performance ratings. HSR revised T&EOs to correct these drawbacks, and via the battalion-level 80th MTC platoon questionnaires, solicited reactions to them. Results are summarized in Table 9 below.

TABLE 9

TOPIC	ACTIVE ARMY-SCSM	80TH MTC-PPG
Reformatted T&EOs:	Useful, retain - 2 Some value - 4	Will comments column make it easier to use? Definitely - 3 No difference - 4
Value of discussion	No value - 2	Will subelements help critique? Definitely - 3 May - 4



As the table indicates, the Active Army response to the reformatted T&E Outlines was quite neutral. MTC respondents' reactions were neutral to providing room for comments and breaking the task standards down so that ratings on single-task dimensions could be made.

#### Battalion-Level E/C School

This section deals with the responses received from the Active Army staffing of the E/C Module produced during Year 1. The treatment of each subject area will consist of a short definition of the area, a tabular presentation of the questionnaire responses in that area, and a discussion of the responses.

**BOI No. 1.** BOI No. 1 consists of an orientation for the E/C group and an overview of the E/C group's mission. BOI No. 1 is divided into two sessions:

- The first session consists of an introduction to the exercise by a representative of the sponsoring echelon and an introduction of the Evaluation Plan by the senior E/C.
- The second section consists of an overview of ARTEP objectives. This session emphasizes the importance of the E/C's role in promoting training and diagnostic feedback for the performing unit.

Table 10 summarizes the staffing responses to this BOI.

TABLE 10

TOPIC	RESPONSE			
	Useful, retain	Of some value	No value	Missing
Value of discussion	6	3	0	0
BOI No. 1 gave a good idea of what would be covered in the E/C school	Agree - 8			
	Disagree - 0			
	Missing - 0			

Responses to this BOI were generally favorable. This favorable response indicates the desirability of providing an opportunity for special emphasis on the diagnostic and training objectives of an ARTEP evaluation.

**BOI No. 2.** This guidance contained a general discussion of the three systems which must operate simultaneously during a field evaluation exercise:

- The performing battalion
- The E/C group
- The opposing force (OPFOR)

The discussion deals with the goals, structure, and key tasks of each system and serves as the context in which subsequent instruction is presented. Table 11 summarizes the staffing responses to BOI No. 2.

TABLE 11

TOPIC	RESPONSES			
	Useful, retain	Of some value	No value	Missing
Value of discussion	5	3	0	1
Role of OPFOR and E/C control of OPFOR was clear and comprehensible.	Agree - 6 Disagree - 3			

The Active Army reviewers found this guidance useful and found the treatment of the OPFOR's role worthwhile.

**BOI No. 3.** Session 1 of BOI No. 3 consisted of a discussion of the control and simulation functions of the E/C group. Methods by which E/Cs maintain control of the exercise are noted and simulation procedures are listed. Session 2 of BOI No. 3 discusses the evaluation function of the E/C group. Observational, recording, and on-line feedback techniques are discussed. Table 12 summarizes the Active Army response to this guidance.

TABLE 12

TOPIC	RESPONSES			
	Useful, retain	Of some value	No value	Missing
Value of discussion	8	0	0	1
A critique should be held after each mission.	Agree		7	
	Disagree		2	
The need for training evaluators in their three functions was adequately presented.	Agree		8	
	Disagree		1	
E/Cs must use the T&EOs flexibly in order to detect and evaluate critical behaviors not included in the T&EOs.	Agree		9	
	Disagree		0	
E/Cs can prepare for control duties by noting the positions of OPFOR during a terrain reconnaissance.	Agree		9	
	Disagree		0	
The procedure for administering feedback was clear and operationally feasible.	Agree		9	
	Disagree		0	

The responses shown in Table 12 indicate the general usefulness of the guidance provided in BOI No. 3. Responses to the more specific questions were favorably received by a substantial proportion as well.

**BOI No. 4.** BOI No. 4 contains an analysis of the T&E Outline standards and a discussion of how E/Cs must analyze these items in order to prepare for the field evaluation.

Table 13 presents the Active Army response to this guidance.

TABLE 13

TOPIC	RESPONSES			
	Useful, retain	Of some value	No value	Missing
	6	3	0	0
The distinction between single E/C items and multiple E/C items was clarified by the examples.	Agree		9	
	Disagree		0	



Here again, Active Army response to the guidance was quite favorable.

BOI No. 5. BOI No. 5 is intended to provide the E/C group to apply the instruction of earlier lessons in planning for the specific exercise at hand. Development and use of operational sequence diagrams (OSDs), analysis of tactical alternatives, sandtable gaming of exercise plans, and terrain reconnaissance procedures are discussed. Table 14 summarizes the reaction to this instruction.

TABLE 14

TOPIC	RESPONSES			
	Useful, retain	Of some value	No value	Missing
Value of discussion	6	3	0	0
E/Cs can prepare themselves by sandtable wargaming and use of OSDs.	Agree - 8 Disagree - 1			

Once again, response to the BOI as a whole was favorable and the response to questions about more specific pieces of guidance was strongly favorable.

T&EO Missions Annotation Annex. This annex to the BOIs provides a treatment of the senior E/Cs role in providing correct and consistent interpretations of key T&EO items to the E/C group. It also provides a rule for integrating ratings. Table 15 presents the Active Army staffing results.

TABLE 15

TOPIC	RESPONSES			
	Useful, retain	Of some value	No value	Missing
Value of discussion	5	3	0	0
The rules for integrating scores	Agree - 9 Disagree - 0			
The example helped clarify the integration rule.	Agree - 7 Disagree - 0 Missing - 2			
All critical terms/phrases requiring E/C judgment were underlined in the T&EO examples.	Agree - 7 Disagree - 1 Missing - 1			

The responses to the Annotation Annex, again, indicate a high degree of reviewer acceptance.

#### **Platoon POI-80th MTC**

As part of the working agreement between HSR and the 80th MTC, HSR distributed a questionnaire to members of the 80th MTC who had been presented the HSR Platoon POI.

**Training Inexperienced Evaluators.** Because of the 80th MTC's collective expertise, many questionnaire topics covered the appropriateness of the POI to training inexperienced evaluators. All respondents felt that a training program and planning session for new evaluators was worthwhile. However, the majority of evaluators (5 of 8) felt that a full training program was not worthwhile for experienced evaluators, and indicated that a planning session would probably be sufficient.

Three items dealt specifically with coverage of topics that HSR considered important for inexperienced evaluators; an overview of field evaluation, review of ARTEP concepts, and review of doctrine relevant to the missions being evaluated. All respondents felt an overview of field evaluation was important for inexperienced evaluators. Most (7 of 8) respondents also felt that a review of ARTEP concepts was appropriate for new evaluators and that a review of doctrine relevant to the T&EO missions to be evaluated was important.

Respondents were also asked if any sections of the POI should be shortened or dropped, considering the POI would be used to train new evaluators. No sections were listed. From this and other responses discussed above, it could be inferred that the POI was considered generally suitable for new evaluator audiences.

**POI Areas of Emphasis.** HSR was interested in polling 80th MTC personnel on which areas of the POI deserved the most emphasis. Questions concerning emphasis covered two areas. One subset of questions asked respondents to indicate which phase of field evaluation (preparation, observation and rating, critiquing) deserved the most emphasis in E/C

school. Another subset polled respondents on the major roles (control, evaluation, critiquing) of evaluator/controllers, and how much time was devoted to each during an exercise. Respondents indicated that, in order, observation and rating, critiquing, and preparation should be given the most emphasis in an E/C school. Concerning evaluator/controller (E/C) roles, all respondents agreed the major roles of an E/C were control, evaluation and critiquing. The average proportions of time devoted to these roles were 42%, 34%, and 21% for control, evaluation, and critiquing, respectively.

These results show a certain disparity between the respondents' opinions concerning the relative importance of preparation, which should include making control plans, in the POI and their opinion on the amount of time spent in control during the exercise. It may be that the amount of time spent in exercise control is inevitable. On the other hand, it may be possible that more time spent in preparation of control plans and anticipation of control problems prior to the exercise could reduce time allocated to control during the exercise. Observations of control functions are discussed further in the Fort Stewart observations.

**Additional Perceptions of POI.** In addition to specific topics concerning content areas and emphasis in the Platoon E/C POI, 80th MTC respondents were asked to comment on the sequence, duration, and structure of the program. In response to a question asking which sections of the POI were most useful, terrain reconnaissance, evaluation, T&EO analysis and the introductory blocks were all mentioned. In contrast, the introductory blocks and evaluation blocks were also listed as the least useful by two other respondents. Comments indicated that the negative reaction to the introduction and evaluation block may have been due to the high experience level of the respondents. Thus, they felt the blocks were "old hat." Responses to a separate question indicated that the sequence of content presentation was satisfactory. Finally, 75% (6 of 8) respondents felt that too much time was spent in lecture; however, 4 of 6 answering felt that there was sufficient opportunity for E/C participation in the training and planning sessions. Comments indicated that more E/C involvement was desired, with specific examples used being related to the up-coming exercise. There was a mixed reaction to the length of the training program. Three of seven felt the program length was correct, three felt it too long, and one felt the program was too short. The previously noted experience for these respondents make it difficult to draw any definitive conclusions concerning the length of the program.



**Control and Tactical Simulation.** The POI described four control techniques available to E/Cs.

- OPORDs
- Playing the role of the company commander
- Injecting intelligence
- Controlling the OPFOR

The POI also described the procedures for assessing casualties and equipment damage for both evaluation and maneuver control purposes. The responses to this guidance are presented in Table 16.

**TABLE 16**

TOPIC	RESPONSES
Are the four techniques sufficient to control the sequence of events?	Yes - 5 No - 1 Missing - 2
To what degree are these control techniques consistent with other guidance you are familiar with?	Highly consistent - 2 Moderately consistent - 5 Inconsistent - 0 Missing - 1
Were the two purposes (evaluation and maneuver control) of casualty/damage assessment presented clearly?	Yes - 3 No - 4 Missing - 1
The feasibility of implementing the guidance on casualty and damage assessment is:	Highly feasible - 1 Moderately feasible - 6 Infeasible - 0 Missing - 1

These responses seem to indicate that while the guidance on control measures was adequate, the use of casualty/damage assessment was not adequately discussed. This shortcoming was taken into account during the development of the company POI.

**Evaluation of Performance.** The platoon-level POI treated the evaluation of performance in terms of four things that must be done to achieve the ARTEP goals of training and training diagnosis:

- Observation
- Recording of actions
- Rating of performance
- Critiquing of performance

Table 17 summarizes the 80th MTC response to this guidance.

TABLE 17

TOPIC	RESPONSES			
	Highly Feasible	Moderately Feasible	Infeasible	Missing
E/Cs need to be able to observe key actions of the performing unit. The feasibility of attaining this goal is:	5	3	0	0
E/Cs need to accurately record their observations. The practical feasibility of recording observations as events occur:	4	4	0	0
The practical feasibility of rating performance according to tactical doctrine spelled out in manuals and T&EOs:	1	6	1	0
The feasibility of anticipating the unit's next actions by radio communication between E/Cs is:	2	5	0	1
If E/C communications are implemented, as recommended in the POI, the effectiveness of the evaluation would:	Increase - 2 Remain the same - 4 Decrease - 1 Missing - 0			

Responses indicate a moderately positive response to the evaluation techniques described in this portion of the POI. On the basis of oral conversations with MTC personnel, however, it was felt that this response could be improved by involving the trainees more actively in the planning process. This approach was taken in the company-level POI.

**Observational Strategies.** The platoon-level POI introduces three observational strategies. These strategies dealt with:

- E/C planning of when and where to sample continuous unit actions.
- E/C planning to properly position themselves to observe one-time actions.
- Pre-planned coordination of E/Cs.

Table 18 summarizes the responses received from MTC personnel concerning this section of the POI.

TABLE 18

TOPIC	RESPONSES
Feasibility of implementation of preplanning and observational strategies.	High - 2 Moderate - 5 Infeasible - 0 Missing - 1
Is this guidance likely to improve the accuracy and thoroughness of observation?	Definitely - 4 Somewhat - 3 Unlikely - 0 Missing - 1
Are these observational strategies adequate?	Yes - 5 No - 1 Missing - 2
The examples used to distinguish between single E/C items and multiple E/C items in the T&EOs were helpful and appropriate.	Agree - 2 Disagree - 2 Missing - 4
Will having the senior E/C give his interpretation of the T&EO standards make the T&EOs easier to use?	Yes - 4 No - 2 Missing - 2



Responses indicated that the practical feasibility of implementing specific preplanning on when or where to make observations would be moderately feasible. MTC personnel personal comments and later Fort Stewart observations indicated that guidance on preplanning must allow for flexibility in field implementation. However, the desirability of doing this type of preplanning is borne out by the responses regarding improved accuracy and thoroughness. The responses also indicate that these strategies would be adequate to conduct field observations.

**Critiques.** The platoon POI provided a procedure for post-exercise critiques in which the senior E/C would first critique the platoon leader out of hearing of the rest of the platoon. The platoon leader would then conduct the critique of his unit with the senior E/C's assistance. Finally, while the platoon leader was preparing his order for the next mission, the E/C team would continue to critique section and squad leaders. Table 19 summarizes their responses.

**TABLE 19**

<b>TOPIC</b>	<b>RESPONSES</b>
Was the guidance for administering post-mission critiques adequate?	Yes - 3 No - 4 Missing - 1
What is the feasibility of the senior E/C critiquing the platoon leader and then having the platoon leader critique the unit?	Highly feasible - 0 Moderately feasible - 4 Infeasible - 3 Missing - 1
Is the procedure described above desirable?	Yes - 3 No - 2 Missing - 3
Is the allotted 30 minutes enough time to conduct a critique?	Yes - 6 No - 0 Missing - 2

Responses to the critique format were generally not favorable. Conversations with MTC personnel indicated that their SOP tried to avoid critiques of the entire unit. Consequently, they were in favor of the critique of the leader, but not of the unit as a whole. In practice, critiques at Fort Stewart included the platoon leader, the platoon sergeant, and the squad leaders.

### **Platoon-Level POI Staffing Results (Active Army)**

In general, the Active Army reaction to the platoon-level POI was that it was a well-planned and needed tool for the training of E/Cs, but that the time, personnel and equipment required to fully implement it would not be available in a line unit. It should be noted, however, that the POI as presented for the platoon level and as modified for use at both company and platoon level, addresses the maximum resource situation. Consequently, local exercise planners must tailor the POI to their own unit's needs and resources.

Reactions to more specific pieces of guidance are dealt with on a topical basis as follows.

**Scenario.** Respondents felt that the scenario should be developed in sufficient detail that E/Cs do not have to manipulate it on the ground in order to cover all the critical combat missions.

**E/C Qualifications.** Responses in this category focused on either desirable prior experience of E/Cs or the need to thoroughly train the available personnel to be E/Cs.

**Numbers of E/Cs.** Respondents frequently commented that the number of E/Cs recommended in the Planning Guide and the POI were not likely to be found in line unit situations. This criticism has already been replied to under general comments. It is interesting to note, however, some respondents requested a *greater* allocation of manpower to E/C duties: one or more per squad/APC.

**Control.** Responses to guidance on maneuver control focused on communication with and adjustment of OPFOR by the senior E/C. E/C OPFOR communications, as described in the POI, have been shown to be effective in the experience of one respondent. The use of control measures established in OPORDs, as described in the POI, were emphasized by other respondents.

**Simulation-Pyrotechnics.** Responses regarding pyrotechnic simulation focused on avoiding the use of signal smoke to simulate direct fire, and on the problems of having enough E/Cs to simulate both firing signatures and impacts.

**Simulation-Casualties.** Responses in this category uniformly called for the reinsertion of casualties as replacements in order to integrate personnel play into the problem. This procedure has been listed as an option in the modified guidance.

**Evaluation/Observation.** Responses in this area also support the content of modified POI. Favorable comments were received on the use of an E/C with the OPFOR, the need for E/Cs to remain tactical (which may involve mounting evaluated unit vehicles due to jeep-proof terrain), carrying the T&EOs in the field, and flexibility in recognizing valid tactical solutions even if they are not the school situation.

**E/C Communications.** Giving each E/C two net communications capability was criticized from the point of view that sufficient spare communications assets are not available. Here again, local tailoring to meet resource limitations is essential.

**Terrain Reconnaissance.** Guidance regarding terrain reconnaissance was generally regarded as an important addition to ARTEP guidance.

**Critiques.** Responses regarding critiques fell into three major categories. The first argued that time for post-mission critiques is usually unavailable and that administrative breaks for critiques after each mission break the tactical continuity of the exercise. HSR's observations, both from phase one, indicated that subunits usually have a considerable period of time between missions in which they are simply waiting for orders from higher echelons. It was felt that this "down" time could be more profitably used as critique time and that tactical realism would not be greatly affected.

A second category of responses dealt with the procedure to be followed in the critique. The procedure of critiquing the platoon leader (and having him participate by critiquing himself), and then including the platoon sergeant and vehicle commanders was well received.



The final category of responses dealt with insuring that a post-operation critique was in fact held for the exercise participants, so as to ensure that feedback does not get lost in administrative channels.

#### **Findings/Observations from Fort Stewart Exercises**

HSR's observations during the Fort Stewart exercise and interpretations of those observations are presented by functional areas or duties that E/Cs and senior E/C and staff must perform.

**E/C Use of Operations Orders (OPORDs).** The 80th MTC E/Cs used both prepared and extemporaneous OPORDs as initial instructions to platoon leaders of evaluated platoons. The use of prepared OPORDs afforded the E/C the same type of controls that are present in the tactical situation by specifying boundaries, phaselines, checkpoints, etc. Previously prepared OPORDs seemed to have advantages. E/Cs delivering the prepared OPORDs appeared to have been more familiar with maps/terrain when establishing the boundaries, checkpoints, and objectives in the OPORD delivery to the evaluated unit.

**Higher Command Echelon Role Playing by E/Cs.** HSR observed MTC E/Cs using their roles as simulated commanders for both control and training purposes. E/Cs frequently prompted evaluated unit leaders the use of indirect fire, reporting, and other tactical considerations. These prompts were disguised either as informatory messages from the company commander, e.g., "... you have 81 mm mortar support available on call ...," or as requests for information, e.g., "... have you crossed phaseline Alpha?" E/Cs use of role playing for control purposes were generally disguised as verbal instructions, e.g., "... you must reach phaseline Alpha by 1130 hours." HSR observations verified the use of command role playing by E/Cs as an effective and tactically realistic device for both training and control functions.

**Intelligence as a Control Measure.** Observations indicate that the wide use of intelligence as a control measure is not very feasible for platoon-level exercises. POWs were written into the scenario, and were captured and searched by the evaluated unit. However, the only practical action by the platoon was to search the prisoner, report findings to the company commander and move the prisoner to the rear.

In some cases, the reports of intelligence by the E/C acting as the company commander were used to change the axis or rate of movement on the part of the evaluated unit. However, in such instances, the true control device was the senior E/C's role as company commander and not the intelligence.

From these observations, it appeared that use of intelligence as an independent means of exercising control at the platoon or company level was not particularly feasible. A primary reason—as the role of platoons and companies in matters of intelligence is acquisition and reporting, not analysis and decision-making. Consequently, it appeared that intelligence should be injected to evaluate the unit's search, reporting and POW evacuation procedures, but not as a "control" device.

**E/C Control of OPFOR as a Control Measure.** This meant that actions by the OPFOR were taken exclusively for the purpose of creating a tactically realistic situation in accordance with the scenario. Control of the OPFOR by radio and coordination, as expressed in the pre-Fort Stewart POI, was intended to control the location, intensity, and duration of engagements, thus reducing the likelihood of muzzle-to-muzzle entanglements and enhancing tactical realism.

The Fort Stewart scenarios called for a series of delay points between the Line of Departure (LD) and the objective. The OPFOR was to mount resistance at each of these delay points and then automatically withdraw to the next delay point. Observations in the field indicated that generally, automatic withdrawals of this kind are successful and can be preplanned and executed without E/C intervention.

E/Cs at Fort Stewart also used online control of OPFOR to set up realistic, but unplanned, tactical situations. In one case, the E/C directed a feigning attack on one flank to divert the evaluated unit's attention from the main attack. This provided an additional test of platoon leadership and their security procedures, and worked quite well.

Opposing forces at Fort Stewart were borrowed from division resources and were used with the condition that they would also receive training. Overall, this appeared to be a workable solution. It appeared that to maximize the functions of OPFOR training and valid exercise evaluation, the tactical decision flexibility normally afforded a unit leader would have to be sacrificed in an OPFOR setting. What may be exercised, however, is the execution of cover, concealment, movement, maneuver control, and subunit coordination within the confines of the OPFOR plan. When faced with depleted training resources, the "bonus" execution of training of OPFOR was a significant accomplishment. If appropriate control by the E/C group is exercised over the OPFOR, putting other units in an OPFOR role for their training appears feasible in an internal ARTEP or training setting type exercise.

**Tactical Simulation—Pyrotechnics.** The designed use of pyrotechnics is to simulate different types of fire, i.e., anti-tank, indirect fire, fire from tactical air support, and to enhance battlefield realism. HSR observations of pyrotechnics used at Fort Stewart resulted in the conclusion that they serve a very limited purpose in meeting their defined objectives. One reason is the demands placed on the single evaluator traveling with the evaluated unit coupled with the absence of a proceduralized set of Rules of Engagement (ROE). The distances and the dispersion of the evaluated unit preclude the E/C from using simulations effectively for all members of the unit going through the exercise. Also, terrain can be a problem if it hampers visibility. Many times the smoke simulations would not be seen due to visibility problems.

These shortcomings are not a result of oversight or mismanagement on the part of E/Cs at Fort Stewart. Rather they represent another in a series of HSR observations that the use of pyrotechnics is an area that demands systematic study. At the exercise planner level, the following questions must be asked:



- What services do pyrotechnics provide in the exercise?
- What should they represent, i.e., *add-on* realism, control, etc.?
- What payoffs will they provide in the training/evaluation context of the exercise?
- Will there be enough resources to use them adequately?
- Are there any negative features associated with their use?

**Tactical Simulation—ROE and Casualty/Damage Assessment.** No systematic Rules of Engagement (ROE) were implemented during these exercises. Consequently, casualty/damage assessments were severely limited and generally made on an ad hoc basis. Having only a single E/C on the evaluated unit side and another with the OPFOR was insufficient to enforce ROE due to the distance between maneuver elements and competing demands for the E/Cs attention. Further, the E/C traveling with the evaluated units is not afforded the visual perspective of the OPFOR. Naturally, the OPFOR E/C does have this perspective, but to report casualty/damage assessments based on his observations to the E/C during engagements would further overload the E/C.

Casualty/damage assessments were, therefore, based on E/C judgments that individuals or vehicles were in gross violation of rules of cover and concealment, maneuver, etc. Such casualty/damage determinations were thus limited to the field of observation by the platoon E/C and at times appeared to be quite arbitrary. Thus, the problem suffered the same disadvantages as any conventional exercise in that it was difficult to determine the success or failure of either OPFOR or evaluated unit actions.

For reliable casualties/damage assessment in conventional exercises, some systematic ROE that provides a procedure for declaring hits and kills are needed. Such ROE could also serve as an excellent control system by slowing and/or stopping vehicles.

**Tactical Simulation—Evaluator Communications Nets.** At Fort Stewart, communication equipment problems continued to plague the effective use of evaluator communication nets. While nets were operational, they were most often used for coordination between the

E/C with the evaluated unit and the opposing force E/C. Since there was only a single E/C traveling with the evaluated unit, there was no provision for inter-evaluator coordination concerning anticipation of the evaluated unit's next actions or to monitor movements of parts of the unit that the single E/C could not see. Secondly, the concurrent use of the control net as the opposing force tactical net caused various communications problems during and in preparation for engagements. To reduce communication net overload, a separate net could be used for OPFOR tactics with communication between the E/C, OPFOR E/C, and the OPFOR commander on a separate control net.

**Methods of Evaluation—Observation and Rating/Recording.** E/Cs at Fort Stewart were limited to a single E/C with the evaluated platoon. This limited the amount of the action that could be observed and captured for evaluation and feedback. The single E/C could not observe a platoon-size unit adequately given the dispersion of individual vehicles. Thus, E/Cs frequently found themselves in the quandry of deciding whether to ride in the platoon leader's vehicle (and thus restricting their observations to vehicles around the platoon leader), or to stay in their own ¼-ton trucks (and thus running the risk of being unable to cross terrain that was traversible only by the evaluated unit's tracked vehicles). Terrain the vegetation also combined with vehicles dispersion as an obstacle to visual observation of all elements. Finally, the time demands of maneuver control, casualty/damage assessment and pyrotechnic simulation frequently so overloaded the E/C that observational activities were sacrificed to more pressing control and simulation tasks.

E/Cs at Fort Stewart were generally unable to make notes and ratings as the events occurred. E/Cs tried to use short lulls in the action to make their notes, but even these efforts were usually cut short. Consequently, E/Cs were generally forced to rely on memory until a logical breakpoint, such as the end of the mission, provided a sufficiently long respite from the requirements of maneuver control and simulation to allow detailed recording of observations. The addition of a second E/C on the evaluated unit side should alleviate this consequence of overload as well as allowing the implementation of a systematic set of ROE.

Observation of the tactical action at Fort Stewart also showed that many of the tasks contained in the T&EOs occur on a repetitive basis. For example, at the platoon level, vehicles and sections frequently had to perform both the role of overwatch element and that of maneuver element several times during the course of a single Movement to Contact mission.

This observation led to the question as to whether E/Cs should be instructed to make ratings immediately upon observing an event since this event may be only one of several iterations. A more practical approach, based on these observations would be to instruct E/Cs to sample from the set of iterations and then make summative ratings during breaks or at the end of the mission.

Although the load on E/Cs precluded the continuous use of reformatted T&E Outlines provided by HSR, the general consensus of the 80th MTC personnel following the exercise was that the reformatted T&EOs (Appendix 5) were an improvement over the format in the present ARTEP 71-2. This represented a shift in opinion from the questionnaire responses presented in Table 9. Presumably, this shift was due to favorable experiences with the T&EO in the field. Specifically, the highlighting of individual standards elements acted as cues to observations and evaluation during critique preparation.

It was observed due to terrain features, vegetation and E/C overload, there was a definite trade-off between E/Cs attempting to remain tactical and E/Cs affording themselves maximum observation opportunities. In this particular case, dealing with tracked vehicles, the E/C administrative instructions to the performing units were to ignore wheeled vehicles, i.e. ¼-ton jeeps. Such an administrative decision did afford the E/C more latitude in traversing the line of the unit to make more comprehensive observations.

HSR experiences at Fort Stewart concerning the observation of performance led to the following considerations.

Terrain, type of exercise to be run, and amount of simulation that is to be expected of the E/Cs are factors that should be weighed in the decision as to how many E/Cs per unit should be used. Based on HSR observations for the particular terrain and E/C duties in the Fort Stewart exercise, one E/C per two squads would have been more advantageous.

Due to the continuous unfolding of action and the repetition of many T&E Outline elements, provisions should be made for arranging the sequence of test evaluation outlines to following the sequence of the scenario. This action will have the advantages of: (1) making T&E Outlines easier to use, thus possibly prompting more on-line note taking and performance rating, (2) the T&E Outlines arranged in sequence of operations can act as cues to E/Cs to prompt them as to what actions they may be anticipating such that they can modify their



observation plans accordingly, and (3) review of tactics and doctrine expected to be used in the exercise scenario is definitely more advantageous than a slavish adherence to the T&E Outlines during the exercise.

**Evaluation of Performance—Critiques.** HSR observed the preparation and conduct for both post-mission and post-exercise critiques during the Fort Stewart visit. During the Fort Stewart exercise, several different styles or variations for preparation for and conduct of critiques were observed. In terms of preparation, two separate styles prevailed. The first style involved the use of notes that were taken during the conduct of the mission where the E/C then prepared his critique based on his notes. The second style involved using the reformatted T&E Outlines and going through them in a point-by-point fashion. The number of personnel involved in critique preparation also varied from a single evaluator to a group meeting comprised of the OPFOR controller, a floating E/C, and the E/C traveling with the evaluated unit. Two different presentations were observed in terms of their timing and when they were delivered during the exercise. One E/C used two critiques of about ten minutes at the end of each mission; for example, at the end of Movement to Contact, then Hasty Attack, then Defense. Other E/Cs gave very brief run-downs at the end of the separate missions and concentrated on a more lengthy and detailed critique at the end of the exercise for that day. Based on HSR observations, there are potential advantages and disadvantages for each variation and style observed.

The utilization of the T&E Outlines in a point-by-point basis appears to be very advantageous in terms of the depth and comprehensiveness of the preparation for critique. It cued the E/Cs to think about each and every action outlined in the T&EO format. The use of notes appeared to work well for the recording of particularly crucial points and critical incidents, but did not allow for the detail and comprehensiveness of the point-by-point method.

The use of a group preparation for critique proved to be far more advantageous in terms of the detail and comprehensiveness of the information obtained; it allowed for the variety in visual and observational perspective that is desirable for total evaluation of unit performance. However, it also can promote discussions and disagreements between E/Cs about

the advantages and disadvantages of particular tactical considerations and discussions, and disagreements on the part of the various E/Cs as to the unit's proficiency or performance. This takes too much time. Thus, it should be recognized prior to the post-mission critique/preparation meeting, the exact purposes of the meeting and responsibilities for observations and evaluations of each of the parties involved. Prior coordination and decisions must be made as to which E/C has the best perspective to make given evaluations and the burden of responsibility for that evaluation placed on the E/C prior to the exercise and not determined during the critique preparation in the post-mission phase.

Despite differences in the preparation of critiques, the context of all critiques observed was essentially the same. In each case, the platoon leader and platoon sergeants were asked to be present at the critique, out of hearing of the rest of the platoon members. The critique generally started on a subject from the T&EO and covered their good points and bad points in performance of that particular task. They were conducted in a tactful manner, being helpful but not critical in terms of providing the feedback to the platoon leader; however, the critiques observed took on a one-sided perspective. In the cases observed, the E/C went directly into the critique without querying either the platoon leader or the platoon sergeant as to what they thought they might have accomplished correctly or they might have thought they might have done wrong. The opportunity for self-diagnosis and self-learning was missed. Although each E/C asked if the platoon leader/platoon sergeants had any questions, there were definite perceptions on the part of the platoon leader/platoon sergeant of a teacher-pupil relationship. In each case, some discussion ensued but not as much as would have been desirable for maximum learning benefit during the critique. Discussion was allowed but not facilitated. Further, in each case, the squad leaders were asked to return to their individual squads and provide them with the pertinent critique information as were the platoon leaders. It is apparent that much training needs to be done for platoon leaders, platoon sergeants, and squad leaders to be able to critique their subordinates in a manner that promotes learning.

**Evaluation of Performance—Formal Critique Debriefing.** At the end of the exercises, a formal debriefing session for the platoons was held. The armor and mechanized infantry critiques were held separately, thus concentrating on the functions of each unit. The purpose

was to highlight both strong and weak points based on the collective observations of the E/Cs during the exercise. The tone was gentle, but firm and candid. The audience included battalion and company commanders, platoon leaders, and platoon sergeants. This critique format appeared to be quite effective. In addition to restating the deficiencies observed on a collective basis, time was devoted to suggesting alternate ways of training and monitoring other training materials that specifically addresses the particular deficiencies. The informal/formal debriefing session acted as an effective bridge between the in-field critiques which were very important but delivered under field conditions in which the troops were hot, tired, and, in some cases, thinking about the next mission. Alternately, it provided feedback, preparation, and training that does not depend on the formal written report which will suffer administrative delay and not offer the possibility for further discussion between the E/Cs and the leaders of the unit evaluated.

**Mission Review and Terrain Reconnaissance.** E/Cs at Fort Stewart followed the exercise lanes from the start point to the hasty attack area and then to the defense area. E/Cs noted the density of the woods and revised positions from which OPFOR actions were to be launched. E/Cs relied on the Sequence of Events (SOE) and maps more heavily than any other documents, jotting in the coordinates at which events were to take place. They generally had the scenario, including all missions, portrayed on the maps. By having these two documents, i.e., Sequence of Events and annotated maps, a simple refamiliarization on the terrain was adequate.



## **Summary**

### **Senior Command/Staff Module and Platoon Planning Guidance**

In general both Active Army response to the SCSM guidance and 80th MTC reaction to the PPG guidance were positive. Both respondent groups agreed with the basic guidance found the discussions useful, and generally felt that implementation would be feasible and an improvement over present procedures. The only major criticism was in the Active Army's response to the length of the E/C school. While they felt that the recommended 3½ - 4 day duration was worthwhile, many Active Army respondents questioned whether such an amount of time would ever be available for training E/Cs in line units.

### **Reformatted T&E Outlines**

The Active Army reaction to the T&E Outlines was decidedly lukewarm. The 80th MTC respondents reacted more positively to a more refined version of the reformatted T&E Outline; however, the MTC respondents questioned whether the benefits of the reformatting were worth the additional paper that would have to be carried in the field.

### **Battalion-Level E/C School**

Active Army respondents replied favorably to the battalion-level E/C school. A majority of respondents found each Block of Instruction (BOI) useful enough to warrant retention. No major criticisms of this guidance were received.

### **Platoon POI**

#### **80th MTC Respondents**

The questionnaires distributed to 80th MTC personnel following presentation of the POI dealt with the appropriateness of the POI for novice versus experienced evaluators

as well as with the actual procedural content of the POI. In the former area, MTC respondents felt that the POI was an adequate document on which to base training for novice E/Cs. However, they also indicated that for both new and experienced E/Cs, more opportunity for E/Cs involvement in practical planning for the exercise was needed.

Regarding the technical content of the POI, the questionnaire responses indicated that general acceptance was between moderately favorable and highly favorable. There were no outright rejections of the guidance on control and simulations; however, a need for clearer presentation, especially of casualty/damage assessment procedures, was noted.

Similarly, the evaluation procedures were regarded as highly to moderately feasible, although reliance on individual interpretation of tactical doctrine had a lukewarm reception. The separate discussion of observational strategies was also regarded as feasible and received a more positive reaction as regards adequacy and helpfulness. The recommendation that the senior E/C give his interpretation of the T&EO standards tended to receive a positive response.

Guidance with regard to the critiques was the only major criticism of the platoon POI. This criticism was directed mainly at the format which involved critiquing the entire unit.

#### **Active Army Staffing**

The response of the Active Army reviewers to the platoon POI was generally very favorable and frequently cited examples that confirmed the POI content. Three main criticisms dealt with the recommended number of E/Cs, the availability of sufficient spare communications capability to implement the POI recommendations on inter-E/C communication, and critiques.

#### **Fort Stewart Exercises**

Observations at Fort Stewart generally confirmed the platoon POI guidance as workable. They also suggested areas in which the guidance was not adequate:

- The use of intelligence as a control measure is not an effective control measure at the platoon level.
- A systematic set of Rules of Engagement are essential for control and for realistic casualty/damage assessments.
- A single E/C cannot observe a platoon-sized unit adequately.
- Recording and rating cannot be done as the events occur due to the control and simulation requirements placed on the E/C.
- Since many of the actions described in the T&E Outlines occur on a repetitive basis, E/Cs should not attempt to rate on the basis of observation of a single iteration.
- The POI guidance on critiques did not adequately emphasize the facilitative role of the E/C.

### Conclusions

From the results of questionnaire feedback, HSR's continuing involvement with the 80th MTC and HSR observation of platoon exercises at Fort Stewart, several topic areas were identified for consideration when producing final editions of phase two field guidance.

HSR involvement with 80th MTC through POI revision, presentation, questionnaires and observations at Fort Stewart offered the closest approximation to a true test of the guidance. During this involvement, much information and knowledge was gained that was not specifically represented as responses to questionnaires, etc. Consequently, many of the function-specific observations and interpretations presented in the Fort Stewart results were likely candidates for incorporation into the final guidance. Still other, more general topics were considered before final products would be designed.

### Field Constraints *Versus* POI Requirements

There was general agreement by all reviewers that the content of the E/C POI was useful, and needed for training E/Cs to perform well in their roles. At the same time, however, reservations were expressed concerning the time required for POI and E/C



resources it took. This results in a trade off situation between quality of evaluators and resources investment to support the exercise. This decision, as always, must rest with the operational unit. Thus, final guidance would have to be sensitive to the restraints of the field unit, and still offer the best possible POI given those restraints.

#### **Needs to Train New E/Cs**

Feedback verified the need for training inexperienced evaluator/controllers. It also suggested that experienced E/Cs can benefit from review/refresher training. The need to accommodate both audiences influences the content and structure of the final product. In sum, a good case was made for retaining the content of the POI, but designing it as modules that could be used either for comprehensive training or review.

#### **E/C Involvement**

The 80th MTC feedback specifically requested more E/C involvement during the course of training. Active Army reviewers reacted quite favorably to the battalion-level sessions on planning in the E/C POI. Thus, it appeared that more E/C involvement in future versions might enhance its palatability from an instructional standpoint and allow more planning to get accomplished during the training itself. From an operational unit's perspective, such a training program could become a more worthwhile investment of resources.

#### **T&E Outlines**

As evidenced from the feedback received, reformatted T&E Outlines were controversial. General reactions to them ranged from neutral to negative. However, the 80th MTC personnel who used them in the field at Fort Stewart liked them. Any change to the reformatted T&EO in the actual ARTEP 71-2 document would have to await further testing.

**Section V:**  
**APPENDICES**

## **APPENDIX 1: Senior Command/Staff and E/C Group Modules Questionnaire**

### **Introduction**

Human Sciences Research, Inc. (HSR) has conducted a study for the Army Research Insititue (ARI) on the Army Training and Evaluation Programs (ARTEPs). The purpose of the study was to observe current practices in use of ARTEPs and make recommendations that would improve the implementation of ARTEPs.

The study focused on field exercises involving evaluation of Combined Arms battalions. Three such exercises were observed. Results are reported in three volumes.

1. Volume I—Methodology; Observations; Report and Commentary on Current Field Practices.
2. Volume II—Development of Recommendations and Supporting Concepts/Information Based on Observations Reported in Volume I.
3. Volume III—Preliminary Field Guide. The purpose of this guide is to incorporate the Volume II recommendations into a form suitable for use by divisions/brigades in planning the conduct of battalion field exercises.

You are asked to review Volumes II and III and provide comments. Your comments will be used to revise and improve Volumes II and III during the second study year.

Specifically, we request that you complete the attached set of questions as you read each volume. We have referenced the material by section and page number. Each item ends with an open-ended comments section. We request that you use this space to indicate whether the material is acceptable to you and why. This space is also where you can write your suggestions for improving/clarifying the guidance. Please use back of page for additional comments.



## VOLUME II--ANALYSIS

### Questionnaire

The purpose of this Volume is to make explicit the principles and concepts to be used in the Volume III Field Guide. Since most of these principles/concepts are covered in the Guide itself, questions asked in the next section of the questionnaire are limited to those covering general principles, incorporated into the Volume III Field Guide. In each instance, we ask you to evaluate the value of the discussion, and to make comments on the need for clarification as indicated.

Page	Question
2-4	<p>Chapter 1. ARTEP System Concepts and Major Applications</p> <p>1-2. ARTEP System Concept Issues</p> <p>Value of discussion:</p> <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span> </span> <span> </span> <span> </span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Useful, retain</span> <span>Of some value</span> <span>No value</span> </div> </div> <p>The examples used to illustrate the ARTEP system principles made sense in terms of my experience.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/> <hr/>
5-6	<p>a. External or Internal Evaluation?</p> <p>Value of discussion:</p> <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span> </span> <span> </span> <span> </span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Useful, retain</span> <span>Of some value</span> <span>No value</span> </div> </div> <p>The discussion of external and internal evaluations made it clear <i>when</i> external ARTEPs should be conducted.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/> <hr/>

Page	Question
6-7	<p>b. Designation of Key Responsibilities:</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The distinction between accountability and diagnosis was clear.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p>
7-8	<p>Starting at the next to last paragraph:</p> <p>Advantages of division-centralized versus Brigade-centered approach.</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
9	<p>c. Deciding How Many Assets to Commit:</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The concept of austerity was explained clearly. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
9-10	<p>d. Selecting measures to "keep the focus on diagnosis."</p> <p>(3) Field Guide Remedies:</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p>

Page	Question			
9-10 (Cont'd)	<p>The three factors which promote the present test perception of ARTEPs can be controlled by providing for feedback in the LOI and by decreasing division sponsorship.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>			
11-13	<p>1-4. a.    Choosing an Evaluation Exercise Format. Attention is called to the discussion of the one battalion versus the two battalion format. Pros and cons are set forth on page 12. Field Guide remedies are summarized in the paragraph at the top of page 13.</p> <p>Value of discussion:</p> <table><tr><td>Useful, retain</td><td>Of some value</td><td>No value</td></tr></table> <p>The merits of the one battalion format outweigh those of the two battalion format.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>	Useful, retain	Of some value	No value
Useful, retain	Of some value	No value		
13	<p>(2)    Where to place evaluation priorities and emphasis?</p> <p>See discussion on page 13, recommendations, top of page 14.</p> <p>Value of discussion:</p> <table><tr><td>Useful, retain</td><td>Of some value</td><td>No value</td></tr></table> <p>No less than half the total battalion evaluation team should be employed at the company and platoon levels.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>	Useful, retain	Of some value	No value
Useful, retain	Of some value	No value		

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Page	Question
14	<p>(3) If, when, and how to conduct "sub-unit" evaluations?</p> <p>See (a) Background Discussion, and (b) Field Guide Remedies.</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>Essentially, the recommendation is to conduct sub-unit evaluations <i>before</i> the Battalion Field Exercise, and to leave a two- or three-day break between sub-unit and battalion evaluations.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
15	<p>b. Scenario Construction</p> <p>(1) How many missions?</p> <p>See (a) Background Discussion, and (b) Field Guide Remedies.</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>We recommend keeping the scenario simple by running the minimum number of six primary missions.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
18	<p>c. Effective Exercise Control and Tactical Simulation Procedures</p> <p>(1) Background Discussion</p> <p>(2) Field Guide Remedies</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p>

Page	Questions
18 (Cont'd)	<p>Chapter 1 was very helpful in guiding me through the preparation and implementation of an evaluation plan. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
23-26	<p>Chapter 2. Evaluation Technical Methodology</p> <p>2.2 Guiding Concepts</p> <p>a. Principles of Learning</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The presentation of the scientific concepts which were used to identify and analyze problems in ARTEP field evaluations was clear and comprehensive.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The sequence of steps in learning complex tasks was clear and to the point.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The distinction among the four feedback loops was clear.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>There is a need for training evaluators as was presented.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
25-29	<p>b. System Analytic Concepts</p> <p>In particular, attention is called to the distinction between the battalion as a performing system, and the E/C Group.</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>We recommend that a critique be held at the conclusion of each mission.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>

Page	Question			
25-29 (Cont'd)	<p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>			
29-Top of 31	<p>c. Tactical Concepts</p> <p>Value of discussion:</p> <table border="1"> <tr> <td>Useful, retain</td> <td>Of some value</td> <td>No value</td> </tr> </table> <p>The uncertainty in combat requires E/Cs to use the T&amp;EOs flexibly, to detect and evaluate critical behaviors not included in the T&amp;EOs, and to inject surprises through the scenario and play of OPFOR.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>	Useful, retain	Of some value	No value
Useful, retain	Of some value	No value		
34-36	<p>2-3. Use of Current T&amp;E Outlines as Evaluation Instruments</p> <p>a. Operational Sequence Diagrams (OSDs)</p> <p>See diagram on page 35. It is recommended that these be used in training Evaluator/controllers.</p> <p>Value of using OSDs:</p> <table border="1"> <tr> <td>Useful, retain</td> <td>Of some value</td> <td>No value</td> </tr> </table> <p>E/Cs can prepare themselves for their duties by wargaming the exercise using a sandtable and the OSDs. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>	Useful, retain	Of some value	No value
Useful, retain	Of some value	No value		



Page	Question			
50-51	<p>Chapter 3. Use of Evaluation Results</p> <p>3-2. Formulating and communicating evaluation results</p> <p>b. Types of feedback.</p> <p>Value of discussion:</p> <table><tr><td>Useful, retain</td><td>Of some value</td><td>No value</td></tr></table> <p>The sequence of events for administering feedback is appropriate.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>	Useful, retain	Of some value	No value
Useful, retain	Of some value	No value		

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**VOLUME III—FIELD GUIDE**  
**Senior Command and Staff Module**

Page	Question
B-4 to B-7	<p><b>Part One: Principles that Underlie ARTEP Evaluations</b></p> <p>Value of discussion:</p> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;"> <span>Useful, retain</span> <span>Of some value</span> <span>No value</span> </div> <p>Presentation of ARTEP system principles in terms of integrating information from many source documents was:</p> <p>complete    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>clear        <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what you suggest we do about it:</p> <hr/> <hr/>
B-8 to B-9	<p><b>Part Two: Preliminary Choices You Must Make</b></p> <p><b>2-2. External or Internal Evaluation?</b></p> <p>Value of discussion:</p> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;"> <span>Useful, retain</span> <span>Of some value</span> <span>No value</span> </div> <p>The discussion made it clear <i>when</i> external evaluations should be conducted.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/>
B-9 to B-11	<p><b>2-3. Who does what—designating key responsibilities</b></p> <p><b>a. Brigade or Division Sponsorship?</b></p> <p>Value of discussion:</p> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; margin: 5px 0;"> <span>Useful, retain</span> <span>Of some value</span> <span>No value</span> </div>

Page	Question
B-9 to B-11 (Cont'd)	<p>Brigade sponsorship permits implementation of a decentralized ARTEP which is tailored to the units needs. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-11 to B-12	<p>b. Assembling the ARTEP Evaluation Planning/Writing Team</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>This guidance enhances what is presently available in 71-2.  <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-12 to B-13	<p>2-4. How many assets to commit?</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The frequency of external evaluations should be decreased to once every 18 months to ensure adequate resource support.  <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-13 to B-14	<p>2-5. How to keep the focus on diagnosis</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p>



Page	Question
B-13 to B-14 (Cont'd)	<p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/>
B-8 to B-14	<p>The illustrations in Part Two of how to conduct trade-offs among ARTEP principles made sense in terms of my experience.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
B-15 to B-17	<p>Part Three: Preparing and Implementing the Evaluation Plan</p> <p>3-2. Selecting the Evaluation Exercise Format</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The merits of the one-battalion format outweigh those of the two battalion format. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>No less than half the total battalion evaluation team should be employed at the company and platoon levels. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Conduct sub-unit evaluations within the external evaluation when platoon and squad missions are identical to company missions, schedule others before the external evaluation. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/>
B-17 to B-19	<p>3-3. Scenario Construction</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>Keep the scenario as simple as possible by using six primary missions.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>

Page	Question
B-17 to B-19 (Cont'd)	<p>The discussion of the workability, realism and tactical soundness of the sequence of missions enhanced the guidance presently available in 71-2.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-19 to B-20	<p>3-4. Exercise Control and Tactical Simulation Procedures.</p> <p>Value of discussion:</p> <p>_____</p> <p>Useful, retain                      Of some value                      No value</p> <p>The ten basic tips for exercise control and tactical simulation enhance the present guidance available in FM 105-5, <i>Maneuver Control</i>.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-15 to B-20	<p>The guidance presented in Part Three was very helpful in guiding me through the planning process of an ARTEP external evaluation.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>(Please use back of page for any choices not mentioned.)</p> <p>The guidance covered all the critical choices made by Senior Commanders during the planning stage. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p>
B-21 to B-23	<p>Part Four: Organizing and Using the E/C Group</p> <p>Value of discussion:</p> <p>_____</p> <p>Useful, retain                      Of some value                      No value</p> <p>Senior Commanders should stress the diagnostic aspects of the exercise to the E/C Group in the LOI. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p>

Page	Question
B-21 to B-23 (Cont'd)	<p>The Evaluation Plan should lay out the structure of the E/C Group and formalize E/C subgroups at company/team and battalion/task force echelons and provide for a separate C/S specialist and a reserve E/C element. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The E/C Group should be provided with an adequate number of simulators and pyrotechnics. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-23 to B-26	<p>4-3. Training the E/C Group</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The E/C Group needs a 3½ to 4 day E/C training school.  <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Based upon my past experience, the guidance provided on integrating ratings should be helpful in promoting uniformity. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
B-26 to B-27	<p>4-4. Facilitating and Monitoring Field Performance of the E/C Group</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>Senior commanders should focus their attention on the performance of the E/C Group, not the performing unit. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Following the exercise, the E/C Group should critique their evaluator training, procedures and support during a post exercise coordinating meeting.  <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>



Page	Question
B-26 to B-27 (Cont'd)	<p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>
B-28 to B-32	<p>Part Five: What To Do With the Results</p> <p>Value of discussion:</p> <p>_____</p> <p>Useful, retain                      Of some value                      No value</p> <p>The guidance on updating the Battalion Planning Calendar was:</p> <p>Accurate    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Helpful      <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>If you disagreed, please state how far in advance the Battalion Planning Calendar can be updated: _____</p> <p>_____</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>

# VOLUME III - FIELD GUIDE

## E/C Group Module

Page	Question
C-6 to C-9	<p>Part One: E/C Self-Study and Field Reference Handbook</p> <p>1-3. Overview of the Evaluated Battalion, E/C Group and OPFOR During the Evaluation Exercise</p> <p>Value of discussion:</p> <p>Useful, retain      Of some value      No value</p> <p>The overview of the three operating systems gave me a good idea of how the three systems operate during an evaluation exercise.</p> <p><input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>
C-9 to C-12	<p>1-4. Outline of the E/C Group Duties</p> <p>Value of discussion:</p> <p>Useful, retain      Of some value      No value</p> <p>The distinction between the three functions of the E/C Group (control, evaluation and administrative) was clear. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>
C-13 to C-19	<p>1-5. E/C Group Feedback to the Evaluated Battalion and Senior Headquarters</p> <p>Value of discussion:</p> <p>Useful, retain      Of some value      No value</p>

Page	Question
C-13 to C-19 (Cont'd)	<p>The discussion of feedback for diagnostic purposes was clear as to:</p> <p>How to administer <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>When to administer <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
C-20 to C-23	<p>Attachment A--Reformatted T&amp;E Outline</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>Comments on why the reformatting isn't clear/an improvement over the original T&amp;EOs and what you suggest we do about it: _____</p> <p>_____</p> <p>_____</p>
C-26 to C-29	<p>Part Two: E/C School</p> <p>BOI No. 1</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The overview in BOI No. 1 gave me a good idea of what will be covered in the E/C School. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p> <p>_____</p>
C-30 to C-34	<p>BOI No. 2</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p>



Page	Question
C-30 to C-34	<p>The description of the role of the OPFOR and how the E/C Group controls and directs the OPFOR was clear and comprehensive.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/> <hr/>
C-35 to C-40	<p>BOI No. 3</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The need for training evaluators in their three functions was adequately presented. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>We recommend that a critique be held at the conclusion of each mission. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The uncertainty in combat requires E/Cs to use the T&amp;EOs flexibly, to detect and evaluate critical behaviors not included in the T&amp;EOs, and to inject surprises through the scenario and play of OPFOR. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>E/Cs can prepare themselves for their control duties by noting positions of the OPFOR during a/the terrain reconnaissance. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The sequence of events for administering feedback was clear and to the point and operationally feasible. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <hr/> <hr/> <hr/>

Page	Question
C-41 to C-46	<p>BOI No. 4</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The distinction between items requiring observation and rating by one E/C versus coordination among several E/Cs was clarified by the examples.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
C-47 to C-50	<p>BOI No. 5</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>E/Cs can prepare themselves for their duties by wargaming the exercise using a sandtable and the OSDs. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>Comments on why the material isn't clear and what we can do about it:</p> <p>_____</p> <p>_____</p>
C-52 to C-75	<p>Part Three: T&amp;EO Missions Annotation Annex</p> <p>Value of discussion:</p> <p>Useful, retain                      Of some value                      No value</p> <p>The rules for integrating scores on T&amp;EO items are explained clearly.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>The example for integrating judgments on individual elements of a T&amp;EO item helped to clarify the rule. <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p>

Page	Question
C-52 to C-75 (Cont'd)	All the critical terms/phrases requiring evaluator judgment were underlined in the T&EOs. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree
	The utility of the T&EOs will be improved by providing correct interpretations of these critical terms/phrases during the E/C School. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree
	The sequence of operations for integrating ratings was clear and to the point. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree
	Comments on why the material isn't clear and what you suggest we do about it:
	The recommended program of instruction covered all the points I thought it should. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree
	The way the material is organized into BOIs makes it easy to convert the guidance into lesson plans for the E/C School. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree
	The BOIs provide enough time for presenting the material outlined. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree



## APPENDIX 2: Post Platoon E/C School Questionnaire

1. Is an Evaluation/Controller (E/C) training program and planning session worthwhile:

a. to a new evaluator?

Yes ☐

No ☐

b. to an experienced evaluator?

Yes ☐

No ☐

2. Do you feel that a planning session alone (without training) would suffice for experienced evaluators?

Yes ☐

No ☐

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Would beginning the POI with an overview of field evaluation be important to someone who had not previously served as an evaluator?

Yes ☐

No ☐

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do you feel it was appropriate to review ARTEP concepts before getting into details of the evaluation plan?

Yes ☐

No ☐

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5a. Referring to the Topical Outline (attached), which were the most useful sections of the Program of Instruction (POI)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5b. Which sections were the least useful? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5c. Taking into consideration that this POI will be used to train new (first-time) evaluators, please indicate any segments of the POI which should be shortened or dropped.

Shortened: \_\_\_\_\_

Dropped: \_\_\_\_\_  
\_\_\_\_\_

5d. Do you have suggestions for changing the sequence of presentation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Are there important aspects or details of ARTEP field evaluations which were not covered in the POI? Yes ☐ No ☐

If yes, please specify: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Is it important in E/C School to review doctrine relevant to the missions and training and evaluation outline (T&EO) items to be evaluated? Yes ☐ No ☐

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. Was too much time spent in lecture? Yes ☐ No ☐
9. Was there sufficient opportunity for E/C participation in the training and planning sessions? Yes ☐ No ☐
10. Would you make suggestions for structuring the E/C training and planning program differently? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Did you, as an evaluator, feel it is useful to plan how to observe individual T&EO items? Yes ☐ No ☐
- 12a. Of the three phases of field evaluation (preparation phase, observation and rating phase, and critiquing phase), which deserves the most emphasis in E/C School? Preparation ☐  
 Observation and rating ☐  
 Critiquing ☐
- 12b. Which should receive the second-most emphasis? Preparation ☐  
 Observation and rating ☐  
 Critiquing ☐
13. What is (are) the most difficult technical aspect(s) of the observation and rating phase of the field evaluation? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
14. What is (are) the most difficult aspect(s) of preparing for and conducting the post-exercise critique? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Do you think that guidance and planning during the E/C School will help you to *better* anticipate events that you need to evaluate in the field? Definitely ☐  
 Maybe ☐  
 Probably not ☐
16. Did you feel that the duration of the E/C training program was: too short? ☐  
 about right? ☐  
 too long? ☐



17a. E/Cs normally play three major roles during an evaluation exercise: (1) they control the exercise, (2) they evaluate performance, and (3) they serve as trainers by critiquing trainees.

Agree ☐  
Disagree ☐

17b. If you disagree, please indicate what you identify as the roles of E/Cs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17c. Based upon your past experience, can you estimate what proportion of your time is devoted to the three major roles we have identified?

Control \_\_\_\_\_ %  
Evaluation \_\_\_\_\_ %  
Critiquing \_\_\_\_\_ %  
Can't separate \_\_\_\_\_ %

18a. Is it possible for an evaluator to carefully plan for evaluating a field exercise?

Yes ☐ No ☐

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

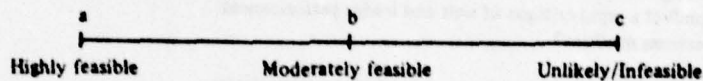
18b. Did the E/C School provide you with enough information to enable you to develop your own plan for evaluating the unit assigned to you?

Yes ☐ No ☐

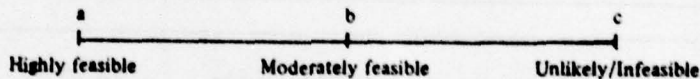
18c. If not, what was lacking? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. During the POI, we presented four goals that E/Cs should strive to achieve in order to increase the accuracy of the information they collect on the unit's performance. Please indicate how attainable the goals are and how helpful the guidance provided was relative to each.

- 19a. E/Cs need to be able to observe key actions of the performing unit. The practical feasibility of attaining this goal is:



- 19b. E/Cs need to accurately record their observations. The practical feasibility of recording my observations as events occur is:



- 19c. Performance should be rated according to tactical doctrine spelled out in the manuals and in T&EOs. The practical feasibility of implementing this guidance is:

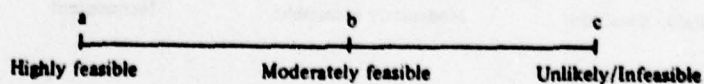


- 19d. What sources do you use to establish a standard by which to judge a unit's performance?

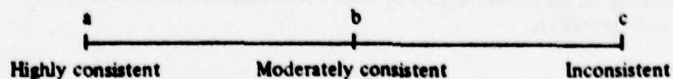
- Experience ☐
- Common sense ☐
- "How to Fight" Manuals ☐
- ARTEP ☐
- Other published doctrine ☐
- Sr. Evaluator's interpretations ☐
- Other ☐

[Indicate as many as are appropriate]

- 19e. E/Cs must act as a team by coordinating their efforts. The practical feasibility of anticipating the unit's next actions by radio communication between E/Cs (including E/C with OPFOR) is:

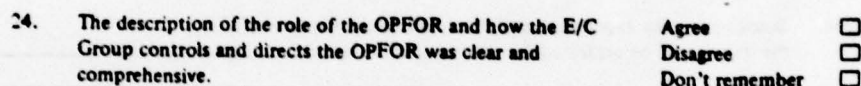


- 
- 20a. Based upon your experience, could you acquire (personal observation and communication monitoring) and process enough information during the conduct of a mission to conduct a rapid critique of unit and leader performances between missions?
 
 Yes ☐
 No ☐
- 20b. If you marked "No," please explain what constraints you expect would hinder your performance: \_\_\_\_\_
- 
21. Did our overview of the three phases of a field evaluation enhance your understanding of how E/C performance contributes to a field evaluation?
 
 Yes ☐
 No ☐  
 Don't Know ☐
- 22a. The following four techniques were introduced during BOI No. 2: OPORDs, Senior E/C simulates the company commander, injecting intelligence, and controlling the OPFOR. Based upon your experience, are these techniques sufficient for controlling the sequence of events?
 
 Yes ☐
 No ☐
- 22b. Can you identify additional techniques which E/Cs can use to control the sequence of events? \_\_\_\_\_
- 
- 22c. To what degree are these control techniques consistent with other guidance you are familiar with?

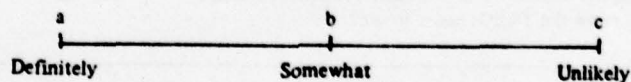




- 23b. The practical feasibility of implementing this guidance is:

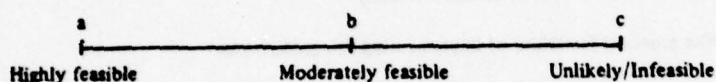


- 25a. The practical feasibility of implementing this guidance is:**



- 25d. Can you describe additional observational strategies which you have found helpful?

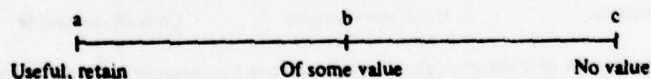
- 26b. The feasibility of the Senior Evaluator critiquing the platoon leader and the platoon leader critiquing his men in turn is:



- 26d. Based upon your experience, can you suggest how members of the unit should be organized for post-mission critiques? \_\_\_\_\_

27. The examples used to distinguish between items requiring observation and rating by one E/C versus coordination among several E/Cs were helpful and appropriate. Agree ☐  
Disagree ☐

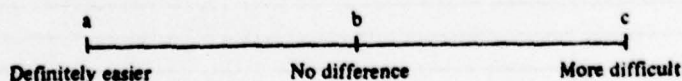
28. How helpful was the practical exercise in which E/Cs identified those items requiring communications among E/Cs?



29. Will having the Senior E/C give his interpretation of T&EO standards make the T&EOs easier to use? Yes ☐ No ☐

30. We have revised the T&EO format to assist E/Cs in performing their jobs and would like your comments on the revised format.

- 30a. Do you think the comments column will be easier to use than a supplementary sheet of paper for making notes?



Definitely facilitate critiquing      May facilitate      Will not facilitate

Definitely improves T&EOs      May improve      No improvement

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33. Specify the number of times you have participated in ARTEP evaluations of each of the following types of units. (If more than 10 times, just indicate 10+.)

Light infantry	_____
Mechanized infantry	_____
Armor	_____
Scout	_____
Mortar	_____
Other (specify)	_____

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35. How many years have you been in the Reserve? \_\_\_\_\_

36. Do you have combat experience? Yes ☐ No ☐

37. In general, what do you think is the most important/useful experience and/or training for someone to have in order to become an effective evaluator? \_\_\_\_\_

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### **APPENDIX 3: Platoon Planning Guidance Questionnaire**

#### **Introduction/Instructions**

Human Sciences Research, Inc., has conducted a study for the Army Research Institute on the Army Training and Evaluation Programs (ARTEPs). The purpose of the study was to observe current practices in use of ARTEPs, and make recommendations that would improve the implementation of ARTEPs.

You are asked to review the Exercise Planning Guidance and provide comments. Your comments will be used to revise and improve this guidance during the second study year. Specifically, we request that you complete the attached set of questions as you read the guidance.

The questionnaire is divided into two columns. In the first column we have referenced the material by page number. In the second column we have referenced the material by section to facilitate your finding the material in the guidance. Following the section heading is a description of the material that we request you evaluate on several dimensions. First, we ask that you indicate the acceptability of a statement(s) summarizing the guidance by checking the agree/disagree box(es). Then we ask you to evaluate the feasibility of the guidance, how the guidance might affect the efficiency of your job performance and the consistency of the guidance using the scales at the top of the page. For each item, read the statements at the top of the page and the scales which follow them. Select the letter appearing above the scale which best expresses your opinion of the guidance material and circle that letter on the corresponding scale under the Items column. Each item ends with an open-ended comments section. We request that you use this space to indicate why the material is not acceptable to you. This space is also where you can write your suggestions for improving/clarifying the guidance.

The practical feasibility of implementing this guidance is:	a	b	c
	Highly feasible	Moderately feasible	Unlikely/Infeasible
If implemented, the efficiency of my job performance would:	a	b	c
	Increase in efficiency	Remain the same	Decrease in efficiency
To what degree is this guidance consistent with other guidance you are familiar with?	a	b	c
	Highly consistent	Moderately consistent	Inconsistent

Pages	Items												
1-2 -	<p>1-2. <b>Selecting the Evaluation Exercise Format.</b> Attention is called to the discussion of apportioning evaluation emphasis within the company. Field Guide remedies are summarized in the paragraph at the top of page 2.</p> <p>No less than half your E/Cs should be employed at the platoon and sub-element levels.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <table border="1"><tr><td>Feasibility:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Efficiency:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Consistency:</td><td>a</td><td>b</td><td>c</td></tr></table> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>	Feasibility:	a	b	c	Efficiency:	a	b	c	Consistency:	a	b	c
Feasibility:	a	b	c										
Efficiency:	a	b	c										
Consistency:	a	b	c										
2-3	<p>1-3. <b>Scenario Construction.</b> Starting at the middle of the page is a discussion of how many missions to evaluate. Starting at the top of page 3 is a discussion of how to sequence missions.</p> <p>Keep the scenario as simple as possible by using six primary missions.</p> <p><input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <p>The discussion of the workability, realism and tactical soundness of the sequence of missions enhanced the guidance presently available in 71-2.    <input type="checkbox"/> Agree                      <input type="checkbox"/> Disagree</p> <table border="1"><tr><td>Feasibility:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Efficiency:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Consistency:</td><td>a</td><td>b</td><td>c</td></tr></table>	Feasibility:	a	b	c	Efficiency:	a	b	c	Consistency:	a	b	c
Feasibility:	a	b	c										
Efficiency:	a	b	c										
Consistency:	a	b	c										

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The practical feasibility of implementing this guidance is:	a	b	c
	Highly feasible	Moderately feasible	Unlikely/unfeasible
If implemented, the efficiency of my job performance would:	a	b	c
	Increase in efficiency	Remain the same	Decrease in efficiency
To what degree is this guidance consistent with other guidance you are familiar with?	a	b	c
	Highly consistent	Moderately consistent	Inconsistent

Pages	Items												
2-3 (Cont.)	<p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>												
3-5	<p>1-4. Exercise Control and Tactical Simulation Procedures. Attention is called to page 4 where Ten Basic Tips for exercise control and tactical simulation are listed.</p> <p>The ten basic tips for exercise control and tactical simulation enhance the present guidance available in FM 105-5, <i>Maneuver Control</i>. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <table border="1"> <tr> <td>Feasibility:</td> <td>a</td> <td>b</td> <td>c</td> </tr> <tr> <td>Efficiency:</td> <td>a</td> <td>b</td> <td>c</td> </tr> <tr> <td>Consistency:</td> <td>a</td> <td>b</td> <td>c</td> </tr> </table> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>	Feasibility:	a	b	c	Efficiency:	a	b	c	Consistency:	a	b	c
Feasibility:	a	b	c										
Efficiency:	a	b	c										
Consistency:	a	b	c										
1-5	<p>General questions on preparing and implementing the Evaluation Plan.</p> <p>This section was very helpful in guiding me through the preparation and implementation of an Evaluation Plan. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>The guidance covered all the critical choices made by commanders and/or the ARTEP committee during the planning stage. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>												

The practical feasibility of implementing this guidance is:

a	b	c
Highly feasible	Moderately feasible	Unlikely/Infeasible

If implemented, the efficiency of my E/C performance would:

a	b	c
Increase in efficiency	Remain the same	Decrease in efficiency

To what degree is this guidance consistent with other guidance you are familiar with?

a	b	c
Highly consistent	Moderately consistent	Inconsistent

Pages	Items												
6-9	<p>2-2. Organizing and Supporting the E/C Group. Attention is called to the last paragraph on page 6 where command emphasis on the diagnostic aspect of ARTEPs is discussed. Page 7 describes the structure of the E/C Group. At the top of page 9 are recommendations for supporting the E/C Group.</p> <p>Commanders should stress the diagnostic aspects of the exercise to the E/C Group in the LOI. <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>The Evaluation Plan should lay out the structure of the E/C Group and formalize E/C sub-groups at company/team and platoon echelons and provide for a separate control/simulation specialist element.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>The E/C Group should be provided with an adequate number of simulators and pyrotechnics. <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <table border="1"><tr><td>Feasibility:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Efficiency:</td><td>a</td><td>b</td><td>c</td></tr><tr><td>Consistency:</td><td>a</td><td>b</td><td>c</td></tr></table> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>	Feasibility:	a	b	c	Efficiency:	a	b	c	Consistency:	a	b	c
Feasibility:	a	b	c										
Efficiency:	a	b	c										
Consistency:	a	b	c										
9-12	<p>2-3. Training the E/C Group. Attention is called to the distinction between the company as a performing system and the E/C Group and the discussion of the Evaluator School beginning at the bottom of page 9 and continued on page 10. Rules for integrating ratings and interpreting critical terms/phrases begins on the bottom of page 10 and continues to page 12.</p> <p>The E/C Group needs a 2-day E/C training school.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p>												

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The practical feasibility of implementing this guidance is:	a	b	c
	Highly feasible	Moderately feasible	Unlikely/Infeasible
If implemented, the efficiency of my job performance would:	a	b	c
	Increase in efficiency	Remain the same	Decrease in efficiency
To what degree is this guidance consistent with other guidance you are familiar with?	a	b	c
	Highly consistent	Moderately consistent	Inconsistent

Pages	Items												
9-12 (Cont.)	<p>The utility of the T&amp;EOs will be improved by providing correct interpretations during the E/C School of critical terms/phrases requiring evaluator judgment.</p> <p><input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>Based upon my past experience, the guidance provided on integrating ratings should be helpful in promoting uniformity.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>The sequence of operations for integrating ratings was clear and to the point.</p> <p><input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>E/Cs can prepare themselves for their control and evaluation duties by developing their own evaluation plans and checking them out on a sandtable.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table border="0"> <tr> <td>Feasibility:</td> <td>a</td> <td>b</td> <td>c</td> </tr> <tr> <td>Efficiency:</td> <td>a</td> <td>b</td> <td>c</td> </tr> <tr> <td>Consistency:</td> <td>a</td> <td>b</td> <td>c</td> </tr> </table> </div> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>	Feasibility:	a	b	c	Efficiency:	a	b	c	Consistency:	a	b	c
Feasibility:	a	b	c										
Efficiency:	a	b	c										
Consistency:	a	b	c										
12-14	<p><b>2-4. Facilitating and Monitoring Field Performance of the E/C Group.</b> Attention is called to the role of the senior commanders/staff following the exercise which is discussed on page 13.</p> <p>Senior commanders should focus their attention on the performance of the E/C Group, not on the performing unit.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>Following the exercise, the E/C Group critiques their evaluator training, procedures and support during a post-exercise coordinating meeting.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p>												



The practical feasibility of implementing this guidance is:	a	b	c
	Highly feasible	Moderately feasible	Unlikely/infeasible
If implemented, the efficiency of my job performance would:	a	b	c
	Increase in efficiency	Remain the same	Decrease in efficiency
To what degree is this guidance consistent with other guidance you are familiar with?	a	b	c
	Highly consistent	Moderately consistent	Inconsistent

Pages	Items
12-14 (Cont)	<div style="border: 1px solid black; padding: 5px;"> Feasibility: a _____ b _____ c _____  Efficiency: a _____ b _____ c _____  Consistency: a _____ b _____ c _____ </div> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>
15-17	<p><b>3-2. Preparing and Communicating Evaluation Results: Tailoring Feedback to User Needs.</b> Attention is called to page 16 and the discussion on feedback for the performing unit.</p> <p>The sequence of events for administering feedback was clear and to the point.  <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>We recommend that a critique be held at the conclusion of each mission.  <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <div style="border: 1px solid black; padding: 5px;"> Feasibility: a _____ b _____ c _____  Efficiency: a _____ b _____ c _____  Consistency: a _____ b _____ c _____ </div> <p>Comments on why the material isn't clear and what we can do about it: _____</p> <p>_____</p> <p>_____</p>

The practical feasibility of implementing this guidance is:	a	b	c
	Highly feasible	Moderately feasible	Unlikely/Infeasible
If implemented, the efficiency of my job performance would:	a	b	c
	Increase in efficiency	Remain the same	Decrease in efficiency
To what degree is this guidance consistent with other guidance you are familiar with?	a	b	c
	Highly consistent	Moderately consistent	Inconsistent

Pages	Items
1-18	<p>These are general questions on the entire Exercise Planning Guidance.</p> <p>This material increases the useability of the present ARTEP 71-2.</p> <p><input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p> <p>The organization of this guidance is easy to read and emphasizes the important points so they stand out in my memory.      <input type="checkbox"/> Agree      <input type="checkbox"/> Disagree</p>

# APPENDIX 4: Checklist Matrix

MECH PLT	OPORD Specified	1. Mission	2. Boundaries	3. Phases/Checkpoint	4. Intermediate Objectives	5. Final Objectives	As CO, Senior E/C	1. Transmitted Oral Orders	2. Requested Reports	3. Monitored Movement of Unit	4. Adjustment Movement as necessary	Intelligence	1.	2.
Platoon Receives OPORD														
Unit Crosses LD														
Unit in Movement														
Unit Receives Sniper Fire														
Unit Continues Movement														
OPFOR Squad Encountered														
Heavy Attack														
OPFOR Squad Withdraws														
Platoon Ordered to Consolidate														
Field Critique														
Strongpoint Order Issued														
Preparation of Strongpoint														
OPFOR Probe														
OPFOR Attack														
OPFOR Withdraws														
Field Critique														



MECH PLI	Platoon Receives OPORD	Unit Crosses LD	Unit in Movement	Unit Receives Super Fire	Unit Continues Movement	OPFOR Squad Engaged	Heavy Attack	OPFOR Squad Withdraw	Platoon Ordered to Consolidate	Field Critique	Strongpoint Order Issued	Preparation of Strongpoint	OPFOR Probe	OPFOR Attack	OPFOR Withdraw	Field Critique
OPFOR Contact																
1. No. of transmissions to OPFOR																
2. No. of transmissions by OPFOR																
EAC change to subordinates for OPFOR EAC control: 1. Location of Unit																
2. ETA at Contact																
3. Adjustment of OPFOR position																
4. Initiated OPFOR action																
5. Ordered OPFOR to Continue Engagement																
6. Ordered OPFOR to Break Engagement																
Control Standby																
1. No. to Attrite Unit																

PLATOON RECEIVES OPFOR	UNIT CREWS LD	UNIT IN MOVEMENT	UNIT RECEIVES SNIPER FIRE	UNIT CONTAINS MOVEMENT	OPFOR SQUAD ENCOUNTERED	HEAVY ATTACK	OPFOR SQUAD WITHDRAWS	PLATOON ORDERED TO CONSOLIDATE	FIELD CRITIQUE	STEEPPOINT ORDER ISSUED	STEEPPOINT OF STEEPPOINT	OPFOR PROBE	OPFOR ATTACK	OPFOR WITHDRAWS	FIELD CRITIQUE
MECH PLT															
2. No. in role influence movement direction															
3. Mean pyrotechnic effect: Casualty DCL, Damage DCL															
Evolution Standard them															
Leader casualties Evolution process Wounded Damage/ Assault/Maintenance															
E/C Cause to sub- ordinates or OPFOR E/Cs content:															
1. PL's plan															
2. Anticipating next actions															
3. Location of adjacent elements															
4. OPFOR actions															
Evolution/Other															
1. E/C used sampling plan for single E/C here?															





MECH FLT	Platoon Receives OPORD	Unit Crosses LD	Unit in Movement	Unit Receives Sniper Fire	Unit Continues Movement	OPFOR Squad Encountered	Hasty Attack	OPFOR Squad Withdraws	Platoon Ordered to Consolidate	Field Critique	Strongpoint Order Issued	Preparation of Strongpoint	OPFOR Probe	OPFOR Attack	OPFOR Withdraws	Field Critique
Evaluating/Reading and Recording																
1. Did E/Cs record as actions occurred?																
2. Did they take detailed notes? - Which tasks - How errors were made																
3. Did E/Cs use NEX/NOBT																
4. Did E/Cs list reasons for UNSATIS?																
Critique																

PHASE/EVENT	Movement to Forward AA	OPFOR Ambush	Air Attack	Movement to Contact	Lead Section Engaged by OPFOR	Plenty Attack	Artillery Attack	Ordered to Defend Present Location	Establish Local Security	Recon Battle Area and Establish Security	Report of Friendly Nuclear Strike	OPFOR Probe	Prepare Fighting Positions	Platoon Nets Jammed	Defenses	Defend and Move to Subsequent Battle Position	Continue Defense and Conduct Service Support Operations	Critique
ASADOR PLATOON																		
OPORD Specified:																		
1. Mission																		
2. Boundaries																		
3. Phaseline/Backpoint																		
4. Intermediate Objectives																		
5. Final Objectives																		
As CO, Senior E/C:																		
1. Transmitted Ord Orders																		
2. Requested Reports																		
3. Monitored Movement of Unit																		
Rate Direction																		
4. Adjustment Movement As Necessary																		
Rate Direction																		
Intelligence:																		
1.																		
2.																		
OPFOR Control:																		
1. Number of Transmissions to OPFOR																		
2. Number of Transmissions by OPFOR																		

ARMOR PLATOON E/C Cause to Subordinate or OPFOR E/Cs Content:	Movement to Forward AA	OPFOR Ambush	AA Attack	Movement to Contact	Lead Section Engaged by OPFOR	Heavy Attack	Artillery Attack	Ordered to Defend Present Location	Establish Local Security	Recon Battle Area and Establish Security	Report of Friendly Nuclear Strike	OPFOR Probe	Prepare Fighting Positions	Platoon Nets Jammed	Defens	Defend and Move to Subsequent Battle Position	Continue Defense and Conduct Service/ Support Operations	Critique
1. Location of Unit																		
2. ETA at Contact																		
3. Adjustment of OPFOR Position																		
4. Initiated OPFOR Action																		
5. Ordered OPFOR to Continue Engagement																		
6. Ordered OPFOR to Break Engagement																		
Control Standby:																		
1. Number to Attrite Unit																		
2. Number to Rise Influence Movement Direction																		
3. Mine Pyrotechnics Density DCL Damage DCL																		
Evaluation Standby:																		
Leader Casualties Evolution Process Wounded Damage Assess/ Mist																		



ARMOR PLATOON	Movement to Forward AA	OPFOR Ambush	AP Attack	Movement to Contact	Lead Section Engaged by OPFOR	Ratty Attack	Artillery Attack	Ordered to Defend Present Location	Establish Local Security	Recon Battle Area and Establish Security	Report of Friendly Nuclear Strike	OPFOR Probe	Prepare Fighting Positions	Patrols Not Jammed	Defence	Defend and Move to Subsequent Battle Position	Continue Defence and Conduct Service Support Operations	Critique
E/C Commence to Subordinate E/C's as OPFOR E/C respond:																		
1. PL's plan																		
2. Anticipating next actions																		
3. Location of Adjacent Elements																		
4. OPFOR Actions																		
Evaluation/Observation:																		
1. E/C used sampling plan for single E/C item?																		
2. Was E/C positioning adequate?																		
3. Did E/Cs remain tactical?																		
4. Did E/Cs communicate on multiple observed items, how much?																		
5. Did E/Cs anticipate one-time events and position accordingly? Why not?																		
6. Did E/Cs sample continuous actions? How often?																		
7. Did E/Cs observe leader operations (SL/PL)? How often?																		

ARMOR PLATOON	Movement to Forward AA	OPFOR Ambush	Air Attack	Movement to Contact	Lead Section Engaged by OPFOR	Heavy Attack	Artillery Attack	Ordered to Defend Present Location	Establish Local Security	Recon Battle Area and Establish Security	Report of Friendly Nuclear Strike	OPFOR Probe	Prepare Fighting Positions	Platoon Moves Forward	Defenses	Defend and Move to Subsequent Battle Position	Continue Defense and Conduct Service/Support Operations	Critique
8. Did E/C monitor tactical net? - How often? - Where?																		
9. Did E/Cs note events/actions and listed in T/FSA? What were they?																		
Evaluation/Rating and Recording																		
1. Did E/Cs record all actions occurred?																		
2. Did they take detailed notes? - Which tasks? - How errors were made?																		
3. Did E/Cs use NEX/NOR?																		
4. Did E/Cs list reasons for UNSATIS?																		
Critique																		

## APPENDIX 5: Reformatted T&E Outlines

UNIT: Tank Platoon

MISSION: Movement to Contact and  
Hasty Attack

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-1-A: Platoon is ordered to move to a forward battle position. Enemy contact is expected. Move to contact.	a. Platoon:			
	1. used bounding overwatch			
	2. used cover and concealment along selected route to maximum advantage			
	3. assigned each section an area of responsibility for ground and air security			
	4. controlled by visual signals to maximum extent possible.			
	General Comments/Observations: _____			
1-1-B: Enemy reconnaissance team engages lead section. React to contact.	a. Lead section:			
	1. returned fire, and			
	2. moved to covered positions.			
	b. Overwatch section placed suppressive fire on enemy position.			
	c. Platoon leader:			
	1. submitted spot report to team commander			
	2. requested indirect suppressive fire			
	d. Platoon:			
	1. developed the situation			
	2. used fire and maneuver			



Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-1-B: Continued	e. Team commander orders platoon to assault the enemy position, then:			
	1. Platoon:			
	(a) uses fire and maneuver to			
	(b) move to covered positions as close as possible to the enemy			
	(c) assaults position.			
	2. Platoon leader requests indirect fires be:			
	(a) shifted to:			
	(1) flanks and			
	(2) rear of enemy and			
	(b) lifted.			
3. Platoon leader coordinates suppressive fires				
General Comments/Observations: _____				
_____				
_____				
_____				
_____				
1-1-C: Enemy withdraws from position. Platoon secures enemy position.	a. Platoon establishes local security.			
	b. Tanks move into hull-down positions.			
	c. Platoon leader reports status to team commander.			
	General Comments/Observations: _____			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-1-D: Enemy artillery fire impacts in and around platoon position. Protect platoon against enemy artillery fire.	a. Platoon:			
	1. is buttoned up			
	2. continues movement to battle position			
	3. uses bounding overwatch			
	b. Platoon leader submits report to team commander.			
	c. When platoon is out of artillery impact area, platoon:			
	1. unbuttons, and			
	2. continues movement to battle position.			
	d. When platoon arrives at battle position:			
	1. tanks occupy fighting positions			
	2. platoon establishes:			
	(a) local security, and			
	(b) observation posts to warn of enemy advance.			
	General Comments/Observations: _____			
_____				
_____				
_____				
_____				
1-1-E: Two crewmen are wounded. Evacuate wounded.	a. Wounded crewmen were given first aid.			
	b. Tank commanders reported status to platoon leader.			
	c. When wounded crewmen require evacuation, platoon leader requests MEDEVAC from team command post.			
	General Comments/Observations: _____			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-1-F: Conduct service support operations.	a. Platoon leader:			
	1. directs reorganization, and			
	2. reports status to team commander.			
	b. Platoon redistributes:			
	1. ammunition,			
	2. personnel, and			
	3. equipment.			
	c. Fighting positions are:			
	1. occupied, and			
	2. improved by crews.			
General Comments/Observations: _____				
_____				
_____				
_____				
Overall Evaluation	Coordination of activities between platoon leader, platoon sergeant, and three squad leaders.	Excellent Fair Poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Supervision of enlisted men supporting platoon.	Lax, ineffective Fairly effective Provided as needed, effective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Comments: _____			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			



# REFORMATTED T&E OUTLINE

UNIT: Tank Platoon

MISSION: Defend [(Day) Active]

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-A: Contact is possible, move to battle position.	a. Platoon uses:			
	1. traveling overwatch,			
	2. available cover, and			
	3. concealment.			
	b. Assigned sectors were observed for:			
	1. ground security, and			
	2. air security.			
	c. Platoon was controlled by visual signals.			
General Comments/Observations: _____				
1-2-B: Platoon arrives at position area assigned by team commander. Platoon reconnoiters battle position.	a. Platoon selects specific battle position based on:			
	1. cover,			
	2. concealment,			
	3. observation, and			
	4. fires into likely engagement area.			
	b. Platoon coordinated selection of specific battle position with team commander.			
General Comments/Observations: _____				
1-2-C: Establish security.	a. Platoon:			
	1. establishes OPs on terrain over-looking avenues of approach,			
	2. posted dismounted observers close to the battle to detect infiltration.			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-C: (Cont'd)	a. 3. posted sentries on each tank to warn of enemy ground or air activity,			
	4. enforces noise and light discipline,			
	5. minimizes movement in and around the position,			
	6. maintains listening silence according to unit SOP, and			
	7. emplaces trip flares.			
	b. Mounted sentries monitor radios.			
	c. When enemy patrol attempts to locate friendly battle positions, platoon:			
	1. detects enemy patrol,			
	2. before enemy infiltrates the position.			
	3. captures patrol or			
	4. repels patrol, and			
	5. sends spot report to team commander.			
	General Comments/Observations: _____			
	_____			
	_____			
	_____			
1-2-D: Prepare fighting positions.	a. Platoon leader assigns:			
	1. primary fighting position, and			
	2. overlapping sectors of fire to each crew.			
	b. Tank commanders select alternate fighting positions.			
	c. Elements:			
	1. stake each fighting position,			
	2. cover, and			
	3. conceal fighting positions.			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-D: (Cont'd)	d. Platoon marks routes:			
	1. clearly, and			
	2. between fighting positions.			
	General Comments/Observations: _____			
	_____			
1-2-E: Prepare coordinated fire plan.	a. Assigned sectors of fire:			
	1. cover the avenue(s) of approach, and			
	2. overlap.			
	b. Platoon:			
	1. prepares range cards for each position,			
	2. identifies likely enemy overwatch positions, and			
	3. plans direct fires on likely enemy overwatch positions,			
	4. plans indirect fires:			
	(a) in front of,			
	(b) on, and			
	(c) behind the battle position.			
	(d) on likely enemy overwatch positions.			
	5. Plans to cover movement to subsequent battle positions.			
	6. Incorporates:			
	(a) direct fire, and			
(b) indirect fire targets into platoon fire plan, and				
7. submits platoon fire plan to team commander.				
General Comments/Observations: _____				
_____				
_____				
_____				



Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-F: Enemy has radio frequency direction-finding capability. Establish alternate means of communication.	a. Platoon:			
	1. establishes wire communication:			
	(a) between tanks, and			
	(b) with company command post (if possible);			
	2. uses:			
	(a) visual signals, or			
	(b) messengers to communicate with team CP if wire was not available; and			
	(c) radio before gaining contact only when absolutely required.			
	General Comments/Observations: _____			
	_____			
	_____			
	_____			
	_____			
1-2-G: Platoon reconnoiters and marks subsequent battle positions.	a. Platoon:			
	1. selects,			
	2. reconnoiters,			
	3. marks subsequent battle positions, and			
	4. marks covered and concealed routes to subsequent battle positions.			
	General Comments/Observations: _____			
	_____			
	_____			
	_____			
	_____			
1-2-H: Enemy forces enter the team's engagement area. Platoon executes defense.	a. Platoon:			
	1. detects enemy and			
	2. prepares to fire.			
	3. engages enemy with:			
	(a) direct and			
	(b) indirect fires.			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-H: (Cont'd)	a. 4. sends spot reports of activity to team commander.			
	b. Platoon leader:			
	1. controls distribution of fires, and			
	2. places suppressive fires on likely enemy overwatch positions.			
	General Comments/Observations: _____			
1-2-I: Enemy forces continue moving toward platoon battle positions. Continue defense.	a. Platoon continues to engage enemy with:			
	1. direct and			
	2. indirect fires.			
	b. Tanks alternate firing positions.			
	c. When enemy withdraws, platoon:			
	1. maintains fighting positions, and			
	2. prepares to reengage enemy.			
General Comments/Observations: _____				
1-2-J: Move to subsequent battle position.	a. When enemy re-enters team area with additional combat power, platoon:			
	1. engages enemy at maximum range of indirect weapons, and			
	2. engages enemy at maximum effective range of direct fire weapons.			
	b. When team commander orders movement to subsequent battle position, platoon:			
	1. rapidly moves laterally, or			
	2. moves in-depth to subsequent battle position on predesignated routes:			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
1-2-J: (Cont'd)	b. 3. maintains contact with the enemy, and			
	4. quickly occupies subsequent battle position.			
	c. All available direct and indirect fires continue to engage the enemy.			
	General Comments/Observations: _____			
1-2-K: Enemy withdraws. Conduct service support operations.	a. Platoon			
	1. performs service support operations, and			
	2. prepares to continue defense.			
	General Comments/Observations: _____			
Overall Evaluation	Coordination of activities between platoon leader, platoon sergeants, and three squad leaders.	Excellent Fair Poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Supervision of enlisted men supporting platoon.	Lax, ineffective Fairly effective Provided as needed, effective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Comments: _____			



# REFORMATTED T&E OUTLINE

UNIT: Tank/Mechanized Infantry Platoon

MISSION: Movement to Contact

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
<p>6-13-A: Platoon leader is given an oral frag order which provides: OPFOR and friendly situation and mission, and other necessary information. Artillery/mortar fire is available upon request. Light resistance may be encountered during movement. Prepare for and conduct the movement.</p>	<p>a. <i>Platoon leader:</i></p> <ol style="list-style-type: none"> <li>1. <i>issues warning order.</i></li> <li>2. <i>has an estimate of the situation.</i></li> <li>3. <i>conducts a map/ground recon.</i></li> <li>4. <i>determines a course of action.</i></li> <li>5. <i>issues the order, and</i></li> <li>6. <i>conducts tactical inspection.</i></li> </ol>			
	b. <i>Platoon uses proper traveling techniques:</i>			
	<ol style="list-style-type: none"> <li>1. <i>traveling when contact is not likely.</i></li> <li>2. <i>traveling overwatch when contact is possible, and</i></li> <li>3. <i>bounding overwatch when contact is expected.</i></li> </ol>			
	c. <i>Platoon effectively uses terrain to minimize platoon's exposure during movement.</i>			
	d. <i>Platoon maximizes its ability to deliver suppressive fires from the best available overwatch position.</i>			
	e. <i>Platoon's movement is characterized by:</i>			
	<ol style="list-style-type: none"> <li>1. <i>aggressiveness,</i></li> <li>2. <i>maintenance of offensive momentum, and</i></li> <li>3. <i>utilization of cover and concealment.</i></li> </ol>			
	f. <i>Platoon leader:</i>			
	<ol style="list-style-type: none"> <li>1. <i>coordinates the direct and indirect fire plan to provide adequate coverage of routes, and</i></li> </ol>			
	<ol style="list-style-type: none"> <li>2. <i>reports regularly to the company commander.</i></li> </ol>			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
6-13-A: (Cont'd)	g. If light resistance is encountered:			
	1. Platoon fights mounted:			
	(a) carriers are promptly positioned, and			
	(b) organic and supporting weapons place suppressive fire on known/suspected OPFOR positions.			
	2. If infantry is forced to dismount, platoon will:			
	(a) execute action rapidly,			
	(b) do so in a location which affords maximum cover and concealment, and			
	(c) position carriers to provide overwatching suppressive fire to cover the movement of the dismounted element.			
	3. Movement of the dismounted element is characterized by:			
	(a) optimum use of terrain, and			
	(b) minimization of exposure to OPFOR fire.			
	4. Adequate security is posted during halts.			
	5. Weapons are continuously manned.			
	h. Maintenance is called for in the event of vehicle breakdown.			
i. Platoon reacts to enemy CBR activity by:				
1. sounding alarm promptly, and				
2. masking immediately.				
j. Unit knows and practices SOP for casualty evacuation.				
General Comments/Observations: _____				
_____				
_____				
_____				





# REFORMATTED T&E OUTLINE

UNIT: Mechanized Infantry Platoon

MISSION: Prepare Strong Point

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
<p>6-16-A: Prepare and occupy strong-point position. Platoon is located at strongpoint site. Company team commander takes platoon leader on ground recon and issues an oral defense order.</p>	<p>a. Platoon leader:</p> <ol style="list-style-type: none"> <li>1. issues warning order,</li> <li>2. conducts map/ground recon, and</li> <li>3. gives defense order.</li> </ol>			
	b. Within the time specified in the company commander's order, the platoon leader:			
	1. selects fighting positions for:			
	(a) individuals			
	(b) machineguns			
	(c) antitank weapons, and			
	(d) APCs.			
	2. ensures positions, makes maximum use of:			
	(a) cover,			
	(b) concealment,			
	(c) observation, and			
	(d) fields of fire.			
	c. Infantry is positioned:			
	1. to hold key terrain, and			
	2. along avenues of approach where the following are restricted:			
	(a) observation, and			
	(b) fields of fire.			
	d. Antitank weapons are positioned to:			
	1. cover armor avenues of approach and			
	2. provide long-range fields of fire.			
	e. Alternate firing positions are prepared.			
	f. APCs are positioned to:			
	1. provide fields of fire,			
	2. use covered routes,			
	3. use concealed routes, and			
	4. pick up and redeploy dismounted infantry.			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U	
6-16-A: (Cont'd)	g. Platoon positions: <ol style="list-style-type: none"> <li>are located with clear fields of fire,</li> <li>provide overhead cover,</li> <li>provide protection from frontal fire, and</li> <li>insure occupants can engage targets in their assigned sectors.</li> </ol> h. Prepare: <ol style="list-style-type: none"> <li>hasty mine fields and</li> <li>obstacles in conjunction with the fire plan to impede OPFOR movement.</li> </ol>				
General Comments/Observations: _____					
6-16-B: Provide security.	a. OPs are planned				
	b. Surveillance devices are placed covering likely avenues of approach.				
	c. Platoon leader sketch of strong point includes:				
	1. all positions,				
	2. fire sectors,				
	3. location of obstacles, and				
	4. location of mines.				
	d. Platoon leader submits sketch to the evaluator.				
	e. Platoon leader:				
	1. coordinates work of assigned engineer support.				
	2. checks plan for non-organic indirect fire support.				
	3. coordinates fire orders with company commander, and				
	4. instructs all men as to fire orders.				

6-16-B: (Cont'd)	General Comments/Observations: _____		
	_____		
	_____		
	_____		
	_____		
Overall Evaluation	Coordination of activities between platoon leader, platoon sergeant, and three squad leaders	Excellent Fair Poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Supervision of enlisted men supporting platoon.	Lax, ineffective Fairly effective Provided as needed, effective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Comments: _____		
	_____		



# REFORMATTED T&E OUTLINES

UNIT: Tank/Mechanized Infantry Platoon

MISSION: Hasty Attack

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
S-14-A: Conduct hasty attack when platoon is in contact with OPFOR and is given oral team commander's order for attack.	a. <i>Platoon leader:</i>			
	1. <i>estimates the situation,</i>			
	2. <i>issues warning order,</i>			
	3. <i>conducts a map recon, and</i>			
	4. <i>determines course of action.</i>			
	b. <i>Platoon leader decides to:</i>			
	1. <i>develop the situation</i>			
	OR			
	2. <i>request assistance from the company team.</i>			
	c. <i>If covered and concealed routes of approach are available to the platoon and/or if OPFOR positions are such that success in developing the situation appears likely, then the platoon:</i>			
	1. <i>develops the situation,</i>			
	2. <i>uses overwatching fires,</i>			
	3. <i>uses indirect fire support,</i>			
	4. <i>uses covered and concealed routes of approach,</i>			
	5. <i>uses proper fire and movement techniques, and</i>			
	6. <i>eliminates the OPFOR:</i>			
	(a) <i>within a reasonable time,</i>			
	(b) <i>without sustaining excessive casualties, or</i>			
	(c) <i>without sustaining excessive equipment loss.</i>			
	d. <i>Platoon leader maintains communication with subordinates and higher elements throughout the attack.</i>			
	e. <i>If infantry dismounted, then carriers are</i>			

Tasks/Conditions	T/E Standards	Evaluator Comments	S	U
8-14-A: (Cont'd)	<div style="border: 1px solid black; padding: 5px;">           e. 1. <i>vacated immediately, and</i>            2. <i>in a position to provide maximum cover and concealment.</i> </div>			
	OR			
	f. If unable to eliminate resistance:			
	1. platoon leader requests assistance of additional maneuver elements,			
	2. platoon fixes the OPFOR while			
	3. platoon leader identifies his positions,			
	<div style="border: 1px solid black; padding: 5px;">           4. <i>If infantry dismounted, then carriers are:</i>            (a) <i>vacated immediately, and</i>            (b) <i>in a position to provide maximum cover and concealment.</i> </div>			
	5. platoon leader coordinates with friendly elements, and			
	6. platoon leader supports by fire.			
	NOTE: The evaluator will vary the combat power of the OPFOR so platoon may/may not be able to overcome resistance. When platoon cannot overcome resistance, platoon will be assigned a new mission after "c" above has been accomplished.			
General Comments/Observations: _____				
_____				
_____				
_____				
8-14-B: Prepare for new mission when resistance has been eliminated OR platoon is assigned new mission.	a. Platoon:			
	1. reorganizes, and			
	2. is prepared for a new mission.			
	General Comments/Observations: _____			
_____				
_____				

